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Descriptors-*Abstracts, Catalogs, Education, *Educational Resources, *Indexes, Resource Materials
Identifiers-*Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,500 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for MAY 1979. (LRS/WTB)

CE

Aton, C. L. And Others
An Advanced Technology Study for Post-Secondary Area Vocational-Technical Schools. Final Report.
Georgia Inst. of Tech., Atlanta.
Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Vocational Education.
Pub Date-Aug 82
Note-219p.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Demand Occupations, *Educational Needs, Educational Planning, Employment Projections, Labor Needs, Postsecondary Education, Program Development, State Surveys, *Statewide Planning, *Technical Education, Technical Occupations, Technological Advancement, Technology, *Vocational Education
Identifiers-*Georgia

This report describes a study that was conducted in Georgia to determine the level and extent of postsecondary vocational-technical training needed in advanced technologies to meet current and projected industry demands in the state. The report is organized in six sections. Following an introduction to the problem of technical skill training for the future in section 1, the next section identifies trends in high technology and the implications for training technicians during the next two decades. Section 3 identifies skills and program elements lacking in current vocational-technical graduates and program offerings, as well as current barriers to the implementation of effective high technology programs as perceived by high technology industry. In section 4, the existing vocational-technical education system in Georgia is described and examined from the school directors' perspective with regard to barriers and modifications required to meet high technology industry. A substantial section of the report is contained in section 5, which presents the approaches eight other states take in high technology training. The final section presents findings, needs, and recommendations for implementing effective high technology training programs in Georgia, using a long-range, flexible approach. (KC) that computing would have diminished control of work life for employees lower in the hierarchy with less discretion. Data were derived from self-administered questionnaires completed by 1,448 municipal government employees who indicated they use the computer or receive computer-based information and have some interaction with those providing computing services. Computing had not yet caused dramatic effects on the work environment, but it had had notable effects on some aspects. Where computing had altered the employee's control in the work environment, the change tended to be job enhancing. Data in the analysis constituted a strong case against the general hypothesis. (YLB)

ED 223 828 CE 034 348

Hall, John C. And Others
The Out-of-State Placement of Children: South Central State Profiles. Major Issues in Juvenile Justice Information and Training.
Academy for Contemporary Problems, Columbus, Ohio.
Spons Agency-National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
Report No.-NCJ-80818
Pub Date-82
Grant-78-IN-AX-0038
Note-254p.; For related documents see CE 034 347 and CE 034 395-402.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Adolescents, *Agency Role, Children, Child Welfare, Delinquency, *Delinquent Rehabilitation, Foster Children, Laws, Legal Responsibility, *Placement, Public Policy, State Action, *State Agencies, State Legislation, State Officials, State Programs, States Powers, State Standards, State Surveys, Statewide Planning
Identifiers-*Out of State Placement of Children, *United States (South Central)

This document, 1 in a series of 10, presents state profiles of the results of a systematic examination of child care agencies and their involvement with out-of-state residential care for children. This volume contains profiles of the South Central states of Arkansas, Colorado, Kansas, Louisiana, Mississippi, Missouri, New Mexico, Oklahoma, and Texas. Each state profile contains five sections. The first two sections identify the officials in state government who facilitated the completion of the study and describe the general methodology used to collect the information presented. The third section offers a basic description of the organization of youth services as they relate to out-of-state placement policies. The fourth section offers annotated tables about that state's out-of-state placement practices. The discussion of the survey results includes: (1) the number of children placed in out-of-state residential settings; (2) the out-of-state placement practices of local agencies; (3) detailed data from agencies that placed five or more children; (4) use of interstate compacts by state and local agencies; (5) the out-of-state placement practices of state agencies; (6) state agencies' knowledge of out-of-state placement. The final section presents observations and conclusions about state and local out-of-state placement practices that were gleaned from the data. (Data reported are for 1978.)(KC)

Plumbing, Postsecondary Education, Preservice Teacher Education, *Refrigeration Mechanics, *Technical Education, *Thai, *Trade and Industrial Education, Vocabulary

This English-Thai lexicon and program introduction for maintenance mechanics is one of eight documents in the Multicultural Competency-Based Vocational/Technical Curricula Series. It is intended for use in postsecondary, adult, and preservice teacher and administrator education. The first two sections provide Thai equivalencies of English maintenance mechanics technical terms and Thai equivalencies of English maintenance mechanics equipment and tools. Section 3 is the Thai version of Introduction to Maintenance Mechanics.'' The duty-task index is then provided in Thai with major headings also given in English. (YLB)

opportunities for student skill development in the techniques of hairdressing, hair cutting, facial preparation, and skin care. The program, consisting of 12 blocks, is expected to make up 50 percent of the student's education in this area. Each block is organized to meet its specific objectives and includes teacher's notes, suggested activities for each goal or objective, and suggested supplemental materials. A bibliography of printed materials and audiovisual aids follows the blocks. (KC)

ED 223 886 CE 034 453

Baran, Nancy H., Ed. Tarrant, Sharon M., Ed.
Your Guide for Teaching Money Management. Household International, Prospect Heights, IL. Money Management Inst.
Pub Date-81
Note-42p.; For related documents see CE 034 441-452.
Available from-Money Management Institute, Household International, 2700 Sanders Road, Prospect Heights, IL 60070 ($.75 each; set $5.00; quantity discounts available).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, Behavioral Objectives, *Consumer Economics, *Consumer Education, Credit (Finance), Field Trips, Guidelines, High Schools, Income, Insurance, Investment, Learning Activities, Media Selection, *Money Management, Purchasing, Secondary Education, Student Motivation, Teaching Guides, Values
Identifiers-Consumer Skills

This guide provides a framework for teaching consumer education to senior high and adult education classes. It may be used to develop a broad consumer economics program, to teach a single unit, or to incorporate money-managing concepts into various subject areas. Introductory materials include suggestions for adapting materials to curriculum requirements and audience needs and for motivating students. Three examples of motivational activities are provided: a word association exercise, an opinion poll, and a questionnaire. Seven money-managing concepts are covered: values and goals; income; money management; consumer-purchasing decisions; consumer credit; savings, insurance, and investments; and consumer rights and responsibilities. For each concept, this information is provided: subconcepts, instructional objectives, generalizations (complete thought-connecting concepts or key ideas), learning experiences (planned questions, activities, or projects), and a list of suggested resources. A section is then provided on evaluating, selecting, and using outside resources. A chart lists community-resource agencies and addresses, ways to use them, and outcomes desired from them. Guidelines for field trips are presented. The guide concludes with a list of sources for obtaining educational materials and a list of general references. (YLB)

This course, adapted from military curriculum materials for use in vocational and technical education, teaches students to perform a complete engine tune-up using appropriate hand tools, special tools, and testing equipment. Students completing the course will be able to diagnose gasoline-engine performance and perform corrective measures to restore the engine to the level specified by the manufacturer. The course is divided into two units totaling 81 hours of classroom and shop instruction. Unit 1 on introduction and safety precautions contains a 1-hour lesson introducing the course and discussing safety procedures. Unit 2 on gasoline engine tune-up (advanced) contains three lessons covering 80 hours of classroom and shop instruction on fuel systems components, ignition systems components, and crankcase ventilation service and final tune-up. The course contains both teacher and student materials in one document. Instructor materials include an introduction to the course; an outline of instruction; lists of texts, references, training aids, equipment, course materials, and materials to be prepared by the instructor; and a master schedule. Student materials include one job sheet and two information sheets. (KC)

ED 223 926 CG 016 328

Howell, James C., Comp.

Juvenile Justice: Before and after the Onset of Delinquency. United States Discussion Paper for the Sixth United Nations Congress on the Prevention of Crime and the Treatment of Offenders.

Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
Pub Date-80
Note-82p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402
Pub Type- Information Analyses (070) - Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adolescents, Compliance (Legal), Correctional Institutions, *Court Litigation, Court Role, Crime, Delinquency, *Delinquency Prevention, *Federal Legislation, *Juvenile Courts, Program Descriptions, Program Effectiveness, Secondary Education, State of the Art Reviews, Youth Problems
Identifiers-*Deinstitutionalization (of Delinquents), *Juvenile Justice System

This paper assesses current practices in the juvenile justice field against the backdrop of priorities set forth by Congress in the Juvenile Justice and Delinquency Prevention Act of 1974. Part 1 describes the legislative history and major provisions of the Act. The following sections present a concise review of current, general developments in the three areas of juvenile justice: (1) delinquency prevention including recent developments (self-reported delinquency, victimization, special studies); (2) involvement of youths in the juvenile justice system including court and correctional handling of offenders and special categories of youths; and (3) alternatives to juvenile and adult system processing. A brief discussion of the major issues currently faced by the juvenile justice field, e.g., deinstitutionalization, due process, minorities, and the role of the juvenile court, follows the review. The appendix describes the activities of the Office of Juvenile Justice and Delinquency Prevention as well as several programs in four areas including the concentration of federal effort, formula grants and technical assistance, the special emphasis grant program, and the programs of the National Institute for Juvenile Justice and Delinquency Prevention. (Author/JAC) evaluation procedure must be developed that includes more structured job analysis inventories to assess the characteristics of jobs. Research needs to be done on the characteristics of work viewed as valuable and on the organizational consequences of alternative approaches to job evaluation. Firms must be assisted in developing more equitable compensation schemes. The practice of job evaluation in the future should generate technical manuals of the kind expected in the practice of psychological testing to allow the users to assess the theory, reliability, validity, and limitations of alternative approaches to job evaluation. (PAS)

ED 223 987 CS 006 910

Snow, David

Parsing Tasks in Reading Comprehension Research.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-SWRL-TN-82/26
Pub Date-31 Aug 82
Contract-400-80-0108
Note-23p.
Pub Type- Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Auditory Perception, Children, Elementary Education, Oral Reading, *Reading Comprehension, *Reading Processes, *Reading Research, *Sentence Structure, *Student Reaction, Suprasegmentals
Identifiers-*Parsing, Text Structure

The psychological process of segmenting sentences into meaningful units or ``chunks'' is believed to be an important aspect of text comprehension processes. The most characteristic type of parsing task elicits perceptions of text structure indirectly by asking individuals to make judgments about pause placement in sentences. In four studies of sentence parsing, individuals were asked to locate boundaries between groups of words on the basis of one of the following cues: words that form meaningful groups, locations where one would pause when reading out loud, and locations where it would be acceptable to pause. A major conclusion from these studies was that any one of these instructions was likely to be confusing to children. Children understood the parsing task best when the instructions directed their attention to both the sound and the meaning of instrasentence units. Most studies of pausing phenomena as measures of structural units are based on the idea that pausing is at least acceptable at constituent boundaries. Although the units defined by children's pausal judgments seem to agree fairly well with adult intuitions of parsing structure, it is not clear that such units give a description of the optional ``chunks'' for processing by poor readers. Critical factors in the selection of an optimal unit appear to be whether information is new or old and the number of propositions expressed (which is correlated with the number of words). (HOD)

ED 224 007 CS 006 936

Caldwell, Edward C. Denne, Thomas C.
Teaching Reading without Lonesome Vowels.
Pub Date-Aug 82
Note-6p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 23-27, 1982).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Beginning Reading, Consonants, *Instructional Improvement, Primary Education, *Reading Instruction, *Reading Programs, Teaching Methods, *Vocabulary Development, *Vowels

While vowels are not consistent at the single-letter level, they tend to be more consistent in letter clusters or higher order units. Therefore, a program designed to teach reading without resorting to teaching single-vowel mappings has been developed. The reading program involves teaching single consonants, selected whole words, and higher order units that are at least 90% consistent in the language. Children are taught one consonant and two units in each of the program's 30 lessons. Computer analysis has revealed how quickly the program enables children to develop an enormous reading vocabulary. Two tests of the program with Title I students have revealed large gains in reading vocabulary. These results compare favorably with those from other currently available reading materials. (JL)

its status in the courts. Four hypotheses concerning the outcomes of cases on the federal and state level were tested. Data were 129 subpoena cases reported in The Media Law Reporter'' and News Media and the Law'' from 1977 to 1980. Cases were broken into categories of state (82) and federal (47) and then further subdivided into civil and criminal. Cases were coded for state of origin, court's judgment (reveal or not reveal) and basis for decision shield law, balance test, or technicality. Each case was followed through the appellate level. Analysis of data revealed that: (1) state courts upheld subpoena requests more frequently than did federal courts, (2) reporters were required to testify in more criminal than civil cases, (3) the balancing test was used in the majority of cases, and (4) the majority of cases were not appealed, and of those that were, 70% were upheld. From this data a pattern emerges in which state courts dominate these types of cases, reporters are at greater risk in criminal than civil proceedings, shield laws are ineffectual, and states have developed definite attitudes toward journalists' privilege. Also, in criminal cases, reporters must testify about as often during grand jury proceedings as during actual trials and a subpoena is just as likely to seek confidential information as sources. (JL)

Readings in Technical, Business, and Scientific Communication.'' After such introductions, students can begin the study of selected passages. In choosing selections, one might be guided by subject areas, rhetorical type, degree of difficulty, and human interest. In examining selections, one might consider audience, point of view, the concept of objectivity, sentence length, vocabulary, and rhetorical strategies. A number of activities can grow out of a study of past and present selections: students might do technical writing in which they emulate the best of the past and the present; write for differing audiences and with varying degrees of formality; do formatting exercises; and construct simple graphics. To help students gain historical perspective, one might give them undated passages of technical writing and ask them to speculate on the dates. Finally, the unit can also be the stimulus for research papers. Examples of process, description, classification, partition, analogy, and audience are provided for past and present technical writing. (HOD)

A survey of business people was conducted to assess the importance of listening and the deficiency in that skill and to identify existing listening training programs for future study. The questionnaire was developed to assess the importance and status of listening by placing it randomly among several other communication competencies. Subjects were the presidents, personnel directors, and training directors of 72 corporations with over 1,000 employees. Nineteen presidents, 16 personnel directors, 25 training directors, and 11 other corporate officers from 45 corporations responded. Telephone interviews followed up on those companies that had listening training programs, and permission was asked to observe those programs. Results indicated that sending messages was perceived as more important than receiving them; however, listening, a receptive skill, was considered more important than reading and speaking. Receptive skills were more important in the oral medium, while expressive skills were more important in the written mode. Overall, the oral was the more important medium. The results indicate that improving listening skills deserves special attention from trainers and communication educators. (JL)

ED 224 088 EA 015 154

Loozen, Lu Van

Looking for Resources? Try Business.

National School Boards Association, Washington, DC. Educational Policies Service.

Pub Date-Oct 82

Note-8p.

Journal Cit-Updating School Board Policies; v13 n9 Oct 1982

Pub Type- Collected Works - Serials (022) - Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Boards of Education, Charts, *Educational Resources, Elementary Secondary Education, *Private Financial Support, *School Business Relationship, School Community Relationship, School Districts, School Organization, *School Policy, *Volunteers, Work Experience Programs

Businesses are helping schools in adopt-a-school'' programs, work-skill improvement programs, and in curriculum areas other than vocational or career education. The practice of loaning'' the services of business executives to schools has benefited dozens of school systems. This article identifies many programs, lists tips for schools beginning a school-business partnership, and advises school boards to have up-to-date written policies that outline the types of school-business programs they will encourage. Other topics discussed in this issue include planning and development of a school volunteer program; how to develop and update a school organizational chart; and criteria a school board should use in accepting offers of organized special interest groups to found specific curricular and extracurricular programs. (MLF) ought to be addressed. By June 1981, five task forces were at work, focusing on the agenda, data identification, issues clarification, data gathering, and public relations. By September, school administrators had been informed, a preliminary list of issues had been generated, and public forums were scheduled for October. A total of 120 persons considered a low turnout attended the forums. The top issues identified included correlation of student needs with educational programs, rising costs of education, school discipline, equitable allocation of funds, and educational excellence. The final report included the ranking of the issues as well as a section presenting student input. A number of changes are planned as a result of the project, including an elementary child screening program, expansion of the gifted education program, a guidance curriculum, and parent inservice sessions. Another indicator of success of the project is that the Community Advisory Council plans to use the same technique to develop criteria for closing schools. (Author/JM)

ED 224 124 EA 015 210

Jongeward, Ray

What Do School Boards Do? A Manual for Workshop Leaders. Keys to School Boardsmanship. A Program of Continuing Education for School Board Members.

Montana School Boards Association, Helena.; National School Boards Association, Washington, D.C.; Northwest Regional Educational Lab., Portland, Oreg.; Washington State School Directors Association, Olympia.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-82

Contract-400-80-0105

Note-129p.; For related documents, see EA 015 201-212. Also contributing to the development of this document were the Idaho School Boards Association, the Oregon School Boards Association, and the Association of Alaska School Boards.

Available from-Publications, National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, DC 20007.

Pub Type- Guides - General (050) - Non-Print Media (100)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Board Candidates, *Board of Education Policy, *Board of Education Role, *Boards of Education, Elementary Secondary Education, Leaders Guides, *Management Development, Program Administration, Program Development, Program Evaluation, Program Implementation, *Workshops

Identifiers-*Board of Education Members, School Boards Associations, Washington

The materials in this manual are designed to help workshop leaders prepare for and present a workshop for school board members or candidates in school board elections on the role and function of school board members and on the programs, services, and staff of the state school board association. Access to information and resources useful to board members is also treated. The manual consists of six sections: an introduction; three sections on planning, presenting, and evaluating the workshop; a selection of resource materials; and a booklet for workshop participants. The discussion of planning covers the focus and scope of the workshop, familiarization with relevant materials, and grouping of workshop participants. The presentation section includes sequential descriptions of workshop activities, leader focuses for each activity, and instructions for conducting those activities. The resource materials provided include two papers on the reasons behind and methods for presenting workshops on school board functions, a manual on a state public education system, answers to 15 questions commonly asked by board candidates, sources of additional information, and masters from which transparencies can be reproduced for projection at the workshop. (Except for the papers, these materials must be adapted for use outside Washington State.) (Author/PGD)

ED 224 141 EA 015 230

Weiler, Hans N.

Education, Public Confidence, and the Legitimacy of the Modern State: Is There a Crisis'' Somewhere?

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-National Inst. of Education (ED), Washington, DC.; Spencer Foundation, Chicago, Ill.

Report No.-IFG-PR-82-B4

Pub Date-Jun 82

Grant-OB-NIE-G-78-0212

Note-53p.; An earlier version of this paper, entitled Education and Crisis: A Note of Concern,'' was presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Available from-Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 ($1.00).

Pub Type- Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Educational Attitudes, Elementary Secondary Education, *Government (Administrative Body), Political Attitudes, Public Education, *Public Opinion, Trend Analysis

Identifiers-Opinion Polls, *Political Legitimacy

Data from the last several decades indicate that declining public confidence in education may be closely related to declining confidence in the authority and legitimacy of the state. Annual survey data from Gallup and others and data on declining public approval of school bond issues show the drop in public confidence in education in the 1960s and 1970s. At the same time public confidence in the state also declined, as evidenced by 1957-1977 annual survey data showing long term declines in trusting'' and long term increases in cynical'' attitudes toward government. Given the centrality of education in state activities, it is likely that declining public confidence in education reflects the wider decline in confidence in public authority. At the same time, declining confidence in education may contribute to the declining confidence in the state. Since attitudes toward education are probably more related to this general decline in confidence than to purely educational factors, actions to improve education will probably change education's public standing very little. Further research is needed, however, on the modern state's legitimacy and on the state's use of its educational activities to compensate for legitimacy lost elsewhere. (Author/RW)

ED 224 158 EA 015 250

Longanecker, David A.

Public Cost of Tuition Tax Credits.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No.-IFG-TTC-10

Pub Date-Jul 82

Grant-OB-NIE-G-80-0111

Note-33p.; Prepared for the Tuition Tax Credit Seminar (Washington, DC, October 22, 1981). Table 2 may reproduce poorly due to marginal legibility of original document.

Available from-Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 ($1.00).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Budgeting, *Cost Estimates, Educational Finance, Elementary Secondary Education, Enrollment Projections, Family Income, *Federal Government, *Government School Relationship, Postsecondary Education, Private Education, Private Schools, School Choice, *Tax Credits, *Tuition

As interest in tuition tax credits has increased, one of the central issues has become the likely loss (or cost) that would result from adopting such a plan. In this paper the author first analyzes the likely independent effects of changes in the four major characteristics of tax credits (scope of eligibility, maximum amount, proportion of costs covered, and refundability) on federal revenue loss, assuming no change in either enrollments or tuitions. First, each characteristic would affect the amounts of credits that families would receive and thus would affect overall federal revenues. Second, by altering the price of education to students, tuition tax credits could affect the behavior of both families and schools. The last section of the paper examines how characteristics of tuition tax credits, both independently and interacting with each other, would affect enrollment patterns and tuition costs and consequently federal revenues. A table summarizes how the characteristics of tax credits would affect who benefits, by how much, and what the result is in foregone tax revenues. (Author/MLF) to improve task performance. The seven activities include forming the assistance group, leading and managing it, refining school improvement strategies, developing the advisor's role, building client relationships, providing assistance, and raising funds. (Author/RW) silently. Comparisons between high, middle, and low reading groups revealed that, in most respects, reading groups were more similar than they were different in instructional and student responding variables. Findings related to the breakdown of time in a typical reading period and variability among students also are presented. The importance of time engaged in reading as a crucial instructional variable contributing to students' achievement differences in reading is discussed. (Author)

ED 224 218 EC 150 601

White, Karl R. And Others
A Meta-Analysis of Previous Research on the Treatment of Hyperactivity. Final Report.
Utah State Univ., Logan. Exceptional Child Center.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date- 82
Grant-NIE-G-80-0008
Note-120p.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Drug Therapy, Exceptional Child Research, *Hyperactivity, *Intervention, Literature Reviews, *Research Methodology
Identifiers-*Meta Analysis

Using meta-analysis techniques, the study sought to identify, integrate, and synthesize the literature from 61 articles which review the efficacy of various treatments for hyperactive children. The major objectives were to determine if drugs can be used effectively with hyperactive children, what child and intervention characteristics covary with and/or influence intervention effectiveness, and what are the priorities and focus of future research efforts or those questions which need further investigation. The meta-analysis approach used for the project required locating all studies or a representative sample of all studies on a given topic, converting the results of each study to a common metric, coding the various characteristics of studies that might have affected the results, and using relational and descriptive statistical techniques to summarize study outcomes and examine the covariation of study characteristics with outcomes. Overall results of the study suggested that drugs are a moderately effective treatment for hyperactivity; however, a significant number of variables were identified in the analysis which require further research, including age of children and IQ. Among appendixes are references to and analysis of review articles, a coding sheet for efficacy of drug treatments for hyperactivity, coding conventions for efficacy of drug treatments for hyperactivity, and procedures for contacting authors for additional information. (Author/SW)

ED 224 237 EC 150 621

Fender, Marilyn F., Ed.

Secondary Education of the Handicapped: Conference Proceedings (Estes Park, Colorado, May 28-30, 1980). Reports of the Deans' Grants: 2.

Colorado State Univ., Ft. Collins.; Minnesota Univ., Minneapolis. National Support Systems Project.

Pub Date-81

Note-124p.; The conference was also sponsored by University of Oregon, Western Region Deans' Projects. For related documents, see EC 150 622-626.

Pub Type- Collected Works - Proceedings (021) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Classroom Techniques, Conferences, *Demonstration Programs, *Disabilities, English Instruction, Inservice Teacher Education, *Mainstreaming, Science Instruction, *Secondary Education, *Teaching Methods, Vocational Education

Identifiers-Deans Grants Program

The proceedings from a 1980 conference on secondary education of the handicapped presents 32 papers on the topic along with 6 papers not presented at the conference. A keynote address by P. Fanning, which considered future needs and trends in secondary programing is summarized. Additional papers touch on such issues as Project NEEDS (a demonstration program for emotional/behavioral problem students), ways to adapt science for hearing impaired junior high students, teaching methods for English and journalism, program evaluation, use of flow charts, the relationship between special and vocational education, crisis management, contingency contracting and token economy systems, classroom management techniques for mainstreaming, an inservice education project (Project Mainstream) to assist the regular class placement of learning disabled students, and adolescent social systems. (CL)

rights of handicapped children and PACER services; Level II Workshops on special education laws for all parents of handicapped children; Level III workshops on special education laws for specific groups, such as parents of preschool handicapped children or members of a specific disability group; Level IV workshop training of parent advocates and advocates for parents of handicapped children; and Level V individual advocacy assistance to parents of handicapped children. Findings on evaluating the Parents Helping Parents'' program are cited for each of the five levels of activity. Noted among results are that 92% of 160 randomly selected parents felt the information presented at the workshops was useful to them, and that the disability areas of learning disabilities, physical handicaps, and mental retardation continued to elicit the greatest number of calls for individual advocacy assistance. The COUNT ME IN'' project trains volunteers to provide educational programs about handicapped individuals to preschool and school age children. Goals are accomplished through three levels of activity public information, volunteer training, and puppet show presentations. Among findings regarding COUNT ME IN'' project activities are that publicity efforts succeeded in attracting interest, that the effectiveness of the volunteer training was indicated by the evaluation participants, and that ratings of the puppet presentations by both children and adults were overwhelmingly positive. (SW)

ED 224 277 EC 151 024

An Analysis of the Impact of the Handicapped Children's Early Education Program. Final Report.

Littlejohn (Roy) Associates, Inc., Washington, D.C.
Spons Agency-Special Education Programs (ED/OSERS), Washington, DC.
Pub Date-Nov 82
Contract-300-81-0661
Note-165p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Cost Effectiveness, *Disabilities, *Early Childhood Education, *Outcomes of Education, Program Descriptions, *Program Effectiveness, *Program Evaluation, Validated Programs
Identifiers-*Handicapped Childrens Early Education Program

The report provides an analysis of the impact of the Handicapped Children's Early Education Program (HCEEP) during the past decade. Following an executive summary, Chapter 1 provides an historical overview of the HCEEP and information on previous evaluations of the program. The second chapter describes the study's work scope and methodological approach. The next chapter provides a detailed discussion of the input and output variables for the 280 HCEEP demonstration projects. The fourth chapter gives a description of a random sample of 20 HCEEP projects. Exemplary HCEEP programs whose products and practices have been approved for dissemination by the Joint Dissemination Review Panel are described in chapter 5. The final chapter presents a summary of the findings and conclusions of the study. Among 13 major findings of the study are the following: 80% of the 280 projects are continuing to serve children independent of HCEEP funding; more than 30,200 children were served in continuation projects at no cost to HCEEP; replication programs served 107,850 children; for every HCEEP dollar expended in programming, $218.37 was generated in programming for children and their families; 55% of children leaving HCEEP were placed in integrated settings with non-handicapped children; and more than 3,000 products were developed by HCEEP projects and disseminated, many through commercial publishers. (DB)

FL

percentage point below the nation and 5 percentage points below white students for whom English was the dominant language, black OL 17-year-olds performed 26 points below the nation and 14 points below black EL students. In addition, Hispanic OL 17-year-olds performed 9 percentage points below the nation, just as Hispanic EL students do. Findings are also considered in relation to region of the country, type and size of community, four achievement ranges, kindergarten attendance, television watching, time spent on homework, and reading, sex, and race/ethnicity. Primary type of information provided by report: Results (Race) (Selective). (SW)

ED 223 809 CE 034 267

Baker, Therese L. Sween, Joyce A.

Synchronizing Post-Graduate Career, Marriage, and Fertility.

De Paul Univ., Chicago, Ill.
Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date- Sep 82
Contract-PHS-N01-HD-92816
Note-33p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September 6-10, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Career Education, Careers, *College Graduates, Employed Parents, Employed Women, *Employment Patterns, *Family Characteristics, Family Role, Family Structure, *Females, Graduate Surveys, *Marital Status, Mothers, *Occupational Aspiration, Parent Role, Vocational Followup
Identifiers-Life Cycles

A study attempted to discover the significance of the early post-graduate career pattern on later career outcomes for women at varying points in their life course. Data were from a national sample of United States graduates of four-year colleges and universities at five points in time from their graduation in spring, 1961 until 7 years later. Early career patterns were studied in relation to changing marital and fertility statuses and in relation to long-range career activities, attainments, and family formation characteristics at a later time. Interaction of the career pattern and marital/fertility status was shown to be contingent on earlier career preferences and affected attitudes toward employment subsequently. The career preferences suggested the type of meshing between career and family roles that women desired (to pursue only a career, exclusive of housewifery, or vice versa). A close relationship was shown between the timing of the birth of the oldest child and career patterns. A cumulative impact of earlier patterns and interactions of career and family situations on later career outcomes was also indicated. Strong evidence suggested that post-graduate work experiences (or lack of them) were predictive of later career, marriage, and fertility statuses. (Data tables are appended.) (YLB)

ED 223 866 CE 034 428

Kaye, Lenard W. And Others

The Efficacy of a Self Help Leadership Training Program for Older Adults.

Pub Date-20 Nov 82

Note-25p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society of America (35th, Boston, MA, November 20, 1982). For related document, see CE 034 455.

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, Adult Programs, Cooperative Programs, Course Content, Demonstration Programs, Educational Gerontology, Educational Needs, Extension Education, Nontraditional Education, Nontraditional Students, *Older Adults, *Outcomes of Education, *Peer Teaching, *Preservice Teacher Education, *Program Effectiveness, *Teaching Methods

Identifiers-*Senior Teaching Seniors Project

An evaluation of the Seniors Teaching Seniors project conducted at the Columbia University Brookdale Institute on Aging showed that the demonstration program was regarded favorably by those who had participated in it. The project recruited 40 senior citizens who were interested in teaching a course at their senior centers and gave them 8 weeks of training in teaching methods, the psychology of aging, and group leadership skills. The course was conducted as a demonstration of how to structure and teach lessons, as well as how to develop other skills needed to organize local programs. The participants were divided into two groups, distinguished by whether or not they had had instructional experience in the past. Those with prior experience tended to have been white collar or professional workers, while those with no previous experience often came from clerical or service occupations. A survey was developed and administered to the participants before and after the course to determine their perceptions of the value of the work. All participants reacted favorably to the course. The prior-experience group reported most often that the course had given them specific teaching skills, while the nonprior-experience group commented that the course had increased their self-confidence in pedagogy. Followup data showed that 82 percent of the participants had succeeded in getting a position teaching a course within 5 months of the completion of the program. (KC)

ED 223 946 CG 016 355

Rosen, Jacqueline L. Palmer, Mary B.

Retirement Adaptations and Self-Concept in Professional Women.

Pub Date-Aug 82
Note-13p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment (to Environment), Emotional Adjustment, *Employed Women, *Life Satisfaction, *Midlife Transitions, Professional Personnel, Psychological Characteristics, *Retirement, Self Actualization, *Self Concept, Work Attitudes

Retirement has been the subject of increasing interest in the popular as well as professional literature, but the psychosocial consequences of the transition have received little systematic attention. To study variatons in adaptation to retirement, 80 female educators and educational specialists were interviewed. The majority were rated as predominantly satisfied with their lives, but a substantial minority reported periods of restlessness, boredom, and depression. The dynamics of positive self-concept appeared to best explain a successful adjustment to retirement. Adjustment was not associated with age at retirement, marital status, religious preference, ethnic origin, socioeconomic background, or living alone. Women who were dissatisfied with retirement initially felt negative or ambivalent about retiring and anxious about filling the gap. The findings support the hypothesis that the woman's concept of herself over a lifetime constitutes the best single predictor of her adjustment to retirement. (JAC)

ED 223 967 CS 006 687

Luparelli, Augustus N.

A Reading Program for Technical Education.

Pub Date-Apr 82
Note-16p.; Paper presented at the Annual Meeting of the Massachusetts Reading Association (13th, Boxborough, MA, April 1-2, 1982).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cloze Procedure, *Content Area Reading, Course Organization, Elementary Secondary Education, *Industrial Education, Learning Activities, *Reading Comprehension, Reading Material Selection, *Study Guides, Vocabulary Development, *Vocational Education
Identifiers-Structured Overview

Reading guides designed to take a reader through three levels of comprehension literal, interpretive, applied can be useful to the shop teacher. The actual teacher-led, hands-on activity at the third level helps students develop a sense of independence in the comprehension process. Organizational pattern guides also help students comprehend technical material. The most common patterns are cause/effect, comparison/contrast, time order, and simple listing. Because vocabulary development is so important in vocational shop areas, the structured overview can be used to present familiar words and to teach new technical terms associated with particular lessons. Word puzzles and matching vocabulary exercises also assist in reinforcing the students' knowledge of the definitions of technical words. Finally, the cloze procedure provides the shop teacher with a simple, economical, and quick way of matching the reading level of the student with the level of the textbook. (Includes samples of each type of guide and exercise.) (JL)

ED 224 176 EA 015 386

Barth, Roland A. Deal, Terrence E.

The Principalship: Views from Without and Within.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-82

Contract-P-81-0226; P-81-0227

Note-76p.; Prepared for the national conference on the principalship, convened by the National Institute of Education (October 20-22, 1982). Chart on page 10 will not reproduce due to illegibility of original document.

Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Administrator Education, *Administrator Role, Attitudes, *Authors, College Faculty, Comparative Analysis, Content Analysis, Elementary Secondary Education, Management Development, Personal Narratives, *Principals, *Reports, *School Organization, *Textbook Content

Identifiers-Faculty Publishing

Using the ERIC system, a library search of textbooks, publications from school administrator associations, and the recommendations of educators and researchers, the authors survey the literature from 1970 through 1981 on the principalship, especially on educational leadership and administrative practices. They identify two types of literature that by academics and that by principals and compare the themes and assumptions found in the two sets. Academics' textbooks and writings, they find, tend to be theoretical, analytic, rational, impersonal, judgmental about principals and schools, prescriptive, and laden with an emphasis on principals' responsibilities. Principals' writings, however, use concrete experiences and stories; see schools as nonrational, human, ambiguous, and diverse institutions; and avoid prescribing solutions. Further, say the authors, academics assume that their textbooks will be read, will be useful, and will make their readers more effective, while principals assume that, since little works well, they will share what works and it may help others. From their review the authors derive three suggestions for improving literature on the principalship: encouraging principals to write more, building practitioner-academic coalitions, and circulating better texts more widely. An appendix traces changes in the principalship literature during the period 1970-1981. (RW)

ED 224 196 EC 150 378

Mirkin, Phyllis K.; Potter, Margaret L.

A Survey of Program Planning and Implementation Practices of LD Teachers.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No.-IRLD-RR-80

Pub Date-Jul 82

Contract-300-80-0622

Note-70p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Educational Methods, Elementary Secondary Education, *Learning Disabilities, *Special Education Teachers, Surveys, *Teacher Attitudes, Teacher Effectiveness

The present investigation was designed to document the nature of programs provided to learning disabled students and to determine the educational bases for these programs. A national sample of 128 teachers of learning disabled (LD) students completed a survey about the program of one of their students. Responses varied widely in terms of the amount of time service was provided; the academic areas covered; the materials, methods, motivational strategies, and evaluation procedures used; and the major influences on decisions reported by teachers. There was no consensus among those who actually teach LD students as to an instructional approach or group of approaches most useful in instruction. Teachers, however, reported satisfaction with their programs and the progress of the student. Educational researchers should recognize this satisfaction and attend to what teachers perceive to be effective practice when asking them to alter instructional approaches. (Author/DB)

ED 224 297   FL 013 332

Cross-Cultural Learning in K-12 Schools: Foreign Students as Resources.
National Association for Foreign Student Affairs, Washington, D.C.
Pub Date-Jul 82
Note-111p.
Available from-National Association for Foreign Student Affairs, 1860 19th St, N.W., Washington, DC 20009 ($5.00).
Pub Type- Guides - Non-Classroom (055) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Area Studies, Class Activities, *Cultural Education, Cultural Exchange, Elementary Secondary Education, Foreign Culture, *Foreign Students, Global Approach, *Intercultural Communication, *International Education, International Educational Exchange, Learning Activities, Multicultural Education, Multilingualism, Peer Teaching, *Student Exchange Programs, World Affairs

Approaches to the effective use of foreign students as educational resources within the elementary or secondary school classroom to increase international understanding among Americans are addressed. Brief descriptions are presented of programs that infuse an international dimension into all aspects of the curriculum. The following long-term, schoolwide activities are covered: (1) a school of international studies, (2) a center for international studies/magnet programs, (3) multilingual/multicultural programs, (4) peer tutoring programs, (5) intercultural and international communication courses, (6) global education, (7) community discovery projects, and (8) international student exchange programs. Short-term, schoolwide activities or classroom activities are also considered as follows: student/classroom sharing, field trips/community exploration, written exercises, folklore/customs, language, and current events/political issues. Sources of assistance in developing activities are listed, along with publications dealing with administrative issues, and organizations publishing these types of materials. General information about evaluation in the cross-cultural learning process is also presented. Finally, an index that is helpful in identifying activities and resources most appropriate for specific grade levels and subjects is included. Entries in the index are cross-referenced by grade levels and subject (English, fine arts, foreign languages, home economics, math and science, physical education, and social studies). (SW)

Law, Bill

Beyond Schooling. A British Analysis of Integrated Programmes of Preparation for Adult and Working Life in the United States.

National Inst. for Careers Education and Counselling, London (England).
Spons Agency-Careers Research and Advisory Centre, Cambridge (England).; Hatfield Polytechnic (England).
Pub Date-82
Note-98p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Career Counseling, *Career Education, Career Guidance, *Community Cooperation, Cooperative Education, *Cooperative Programs, Coordination, *Educational Cooperation, Educational Research, *Education Work Relationship, Experiential Learning, School Community Relationship, Secondary Education
Identifiers-Experience Based Career Education, United States, Work Education Councils

A method for analyzing secondary school programs that integrate community resources into classroom instruction is based on a comparison between programs in the British Isles and in the United States. The study was conducted to determine facilitators and barriers to such integration. Integrated programs were considered to be those in which schools and communities collaborate to prepare students for adult and working life. The descriptive profile of integration developed had five features grouped into two clusters of activities: networking resources (multiplication of resources, coordination of resources, cross-fertilization of resources) and delivering resources (accessibility of the network to students and students' preparation to work in, and their reflection of, the network.) Types of integrated programs studied included community involved placement for educational development, cooperative education, experience-based career education, and education-work councils. Some problems with integrated education were found: competition for resources, abuses of influences, narrow visions, lack of concreteness, failures to achieve credible understandings, and unreadiness to implement. Successful establishment of integrated programs was influenced by (1) coordinators who had broad, flexible authority but limited power; (2) diversity in solving problems; (3) the ability to translate innovative ideas into action; and (4) attention to program development. Applications of the issues raised by the analysis were suggested. (YLB)

ED 223 905 CE 034 545

Construction Mechanic, Engine Tune-Up II (Diesel), 8-8. Military Curriculum Materials for Vocational and Technical Education.

Naval Construction Training Center, Port Hueneme, Calif.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-154p.; For related documents, see CE 034 542-544.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Audiovisual Aids, *Auto Mechanics, Course Content, *Diesel Engines, Educational Resources, *Engines, Hand Tools, Learning Activities, Lesson Plans, *Mechanics (Process), *Motor Vehicles, Postsecondary Education, Power Technology, Secondary Education, Technical Education, *Units of Study, Vocational Education
Identifiers-Automotive Fuel Systems, *Automotive Tune Up, Military Curriculum Project

This course, adapted from military curriculum materials for vocational and technical education, teaches students to restore diesel engine performance to the manufacturer's specifications through troubleshooting and analyzing diesel engine fuel systems and to make minor and major adjustments to those components that directly affect engine performance. Students will learn to use appropriate hand tools, special tools, and shop equipment to test, adjust, and replace fuel system components that fail to meet the manufacturer's specifications. The course consists of two units with one lesson in each, making up 56 hours of classroom and shop instruction. Unit 1 covers introductory material and safety precautions, while unit 2 focuses on engine tune-up. The course consists of a single document containing both student and teacher materials. Instructor materials provided are an introduction to the course; an outline of training objectives; lists of texts, references, tools, equipment, training devices, and training aids equipment; a master schedule; and lesson plans. The lesson plans contain an outline of instruction and activities for teachers and students. Student materials provided include three job sheets and one information sheet. (KC)

ED 224 008 CS 006 937

Hudson, Susan B. And Others

Access and Maintenance of Phonological Codes in Listening and Reading.

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.
Pub Date-May 82
Grant-NIH-HD-16019-01; NSF-IST-80-12439
Note-21p.; Revised version of a paper given at the Annual Meeting of the Midwestern Psychological Association (Minneapolis, MN, May 6-8, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes, Higher Education, *Language Processing, *Language Research, *Listening Comprehension, *Phonology, *Reading Comprehension
Identifiers-*Rhyme Priming

Three experiments used rhyme priming,'' a methodology in which lexical decisions to a visually presented word are facilitated when the word is preceded by a rhyming word, to investigate the access and maintenance of speech-based codes in sentence comprehension. In these experiments, the pairs were visually dissimilar rhymes, such as eight-late.'' In each experiment, one member of the rhyme pair was embedded in a sentence and the other was presented visually for the subject to decide if it fit in the sentence. Control sentence pairs did not rhyme. In experiments 1 and 2, sentences were presented orally, to 48 and 18 college students, respectively. Results of experiment 1 revealed that rhyme priming obtained when the rhyming parts were separated by four but not by seven intervening words, suggesting that the phonological code for the word was initially accessed and then rapidly destroyed. In experiment 2, where parsing demands required that the prime word be held in working memory, rhyme priming obtained even with seven intervening words. In experiment 3, the same materials used in experiment 1 were presented visually to 28 college students, and no rhyme priming effects obtained. The results of the listening studies were encouraging; however, they did not generalize to reading. (JL)

ED 224 028 CS 207 270

Drechsel, Robert E. Moon, Deborah

The Public/Private Figure Status of Corporate and Executive Libel Plaintiffs after Gertz.''

Pub Date-Jul 82

Note-37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Business, *Court Doctrine, *Court Litigation, Freedom of Speech, *Journalism, Media Research, *News Media

Identifiers-Business News, *Gertz v Robert Welch Inc, *Libel

Since 1974, when the Supreme Court concluded in Gertz v. Robert Welch, Inc.'' that public figures and private figures deserve different treatment under libel law (with private figures needing a lower standard of proof), most lower courts have had to sort out the two categories. From the results in Gertz'' and other cases, three questions have emerged that seem crucial in drawing the public/private line: (1) Is there controversy at all, and is it truly public'' and not just newsworthy? (2) Has the plaintiff voluntarily done something to inject himself or herself into the controversy? and (3) Did the plaintiff enter the controversy in an effort to influence the outcome? In 17 cases since Gertz,'' nearly two-thirds of the corporations have been adjudged private figures, and two-thirds of these have won favorable decisions. Answering each of the three questions has been difficult for the courts, and the answers given are not entirely consistent. Unlike corporate plaintiffs, business people suing the media since Gertz'' were found to be public figures in 7 out of 13 cases. At the same time, those judged private figures were more successful. Answering the three questions for business people seems even more difficult and messy than for corporate plaintiffs. Still, when taken together, more than half of both business people and corporate plaintiffs have been found to be private figures, a result that may not bode well for the press. To protect themselves, journalists must carefully consider the courts' criteria, but at the same time, they should not allow fear of libel to stifle their business reporting. (JL)

ED 224 048 CS 207 292

Gere, Anne Ruggles

Investigating Language Function in Students' Oral Response to Written Composition.

Pub Date-Nov 82
Note-16p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (72nd, Washington, DC, November 19-24, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Communication Research, Elementary Secondary Education, Interaction, Language Role, *Language Usage, *Oral Language, *Peer Evaluation, Peer Groups, Speech Communication, *Student Reaction, *Writing Evaluation, Writing Instruction, *Writing Research
Identifiers-*Writing Groups

To learn more about the kind of learning that occurs when students read and receive response to their writing, a study was designed to develop an analytical system by which to describe the language of writing groups. Nine writing groups were examined, two from grade 5, four from grade 8, and three from grades 10 through 12. The data collected included 5,000 idea units contained in 36 transcripts of the student writing groups. The idea units in the transcripts were coded for three general functions: directing, informing, and eliciting. Results showed a high percentage of directive function in the language of students. Students directed group procedures with statements such as Okay, let's get started.'' They also made directive statements about one another's writing. The informing function was the most common, and like the directing function, it included both writing and the group among its topics. Students informed one another about group procedures and about their writing. Writers not only received considerable information from others in the writing group, they also learned about themselves. The process of reading aloud made writers more aware of their own language. The least frequently occurring function was eliciting. Students used this function primarily to ask questions about procedures or to solicit advice from the group. (A sample coded transcript is appended.) (HOD)

ED 224 068 CS 504 048

Ting-Toomey, Stella

Coding Conversation between Intimates: A Validation Study of the Intimate Negotiation Coding System (INCS).

Pub Date-May 82

Note-32p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Hartford, CT, May 6-9, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults, Communication Research, *Interpersonal Communication, Interpersonal Competence, *Interpersonal Relationship, *Life Satisfaction, Measurement Techniques, *Spouses, Test Construction, *Test Reliability, *Test Validity

Identifiers-*Conversation

A study was conducted to test the reliability and validity of the Intimate Coding System (INCS) an instrument designed to code verbal conversation in intimate relationships. Subjects, 34 married couples, completed Spanier's Dyadic Adjustment Scale, which elicited information about relational adjustment and satisfaction in intimate couples in terms of four communication components: degree of consensus, cohesion, affectional express, and harmony in the relationship. After completing the scale, each couple then discussed two marital topics in a videotaped session. The first topic was based on expressed perceptual disagreements drawn from the Spanier scale and the second was based on J. M. Gottman's improvised marital conflict scenes. Two trained raters used the INCS to code all interactions as integrative, descriptive, or disintegrative behavior. After this coding had been completed, 10% of the interactions were recoded by the same raters. Results indicated that the intercoder and across-time reliability scores were high and satisfactory. Construct validity of the instrument was demonstrated through the statistically significant relationships between the three classes of INCS-coded behaviors with the conceptually related external variable, marital satisfaction. (FL)

ED 224 108 EA 015 193

Uerling, Donald F.

The Supreme Court and Educational Policy: The Protected Interests in Education.

Pub Date-Aug 82
Note-26p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (36th, San Marcos, TX, August 15-20, 1982).
Pub Type- Speeches/Meeting Papers (150) - Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Access to Education, *Constitutional Law, *Due Process, Educational Discrimination, Educational Opportunities, Elementary Secondary Education, *Equal Education, *Equal Protection, Expulsion, Financial Support, Illegal Immigrants, School Support, *Student Rights
Identifiers-Fourteenth Amendment, Goss v Lopez, Meyer v Nebraska, *Right to Education, Rodriguez v San Antonio Independent School Dist, Supreme Court

The nature of the interests in education that are protected by the Constitution may be ascertained by reference to certain due process and equal protection decisions of the Supreme Court reviewed in this paper. Although education is not a right granted by the Constitution, the Court has often recognized the importance of education, both to the individual and to the society. It seems that in terms of constitutional protections the Court has now accorded a sort of favored legal status to education although the exact nature of this status is unclear. The basic education necessary for functional literacy may be the extent of the protected interest. Although how this level of education is to be defined or measured is uncertain, what does seem clear is that the Constitution protects the individual against inequitable and unfair state action. Whatever educational opportunities the state does choose to provide, neither a discrete class nor a single individual may be unfairly excluded from access to those opportunities. Although the Fourteenth Amendment does not extend to every person the guarantee of success, the concepts of due process and equal protection do shield each person from state-imposed failure. (Author/JM)

ED 224 259 EC 150 646

Miller, Nancy Q. And Others

D-Man: Teacher's Guide West Central Regional Education Service Center, Peoria, IL.

Spons Agency-Department of Agriculture, Washington, D.C.; Illinois State Board of Education, Springfield.; Peoria School District 150, Ill.

Pub Date-81

Note-88p.; Colored pages of comic book may reproduce poorly.

Available from-Nutrition Education and Training Project, West Central Regional Education Service Center, 3202 N. Wisconsin Ave., Peoria, IL 61603 (no price quoted).

Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Comics (Publications), *Deafness, Instructional Materials, Junior High Schools, *Learning Activities, *Nutrition Instruction, Resources, *Student Educational Objectives

The comic book featuring a deaf super-hero and the accompanying teacher guide are designed to teach junior high school students about nutrition. Section 1 of the teacher's guide outlines student activities which are grouped according to nutritional concepts. Objectives, subject areas, and resources are identified. Seven nutritional concepts, identified by the Illinois Nutrition Education and Training Program, are covered: physiological facts, nutrients, food handling, life cycle, social/psychological aspects of food, food technology, and nutrition and society. Activities are keyed according to the following subject areas: consumer education, health, home economics, language arts, math, reading, science, and social studies. Section 2 offers supplemental teaching information including handouts with background nutritional information (such as food or menu terms, nutrition terms, and nutritional concepts and objectives by developmental level), a student study guide, discussion questions, illustrated signs for nutritional terms, and a list of 49 resources (including books, curriculum guides, and audiovisual materials). A list of organizations and agencies providing instructional materials on nutrition completes the teacher's guide. (SW)

ED 223 771 CE 030 630

Arnold, Paul

Consortia of El-Tip-Wa, Indiana Vocational Technical College-Region 05 Logansport, and the Industrial Community to Develop a Local Plan for PBVE in Machine Trades. Final Report.

Indiana Vocational Technical Coll., Logansport.

Spons Agency-Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date-21 Sep 81
Grant-SBVTE-87-78-III-35
Note-67p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Articulation (Education), *Consortia, Cooperative Planning, *Cooperative Programs, Course Content, *Curriculum Development, Educational Cooperation, Institutional Cooperation, Job Training, Machine Tool Operators, *Machinists, Postsecondary Education, Program Development, Shared Services
Identifiers-*Indiana (Logansport)

To fill an anticipated 25 percent increase in jobs in the machine trades field in the near future, a consortia was formed, with the participants including the El-Tip-Wa Area Vocational School, Indiana Vocational Technical College Region 05, Logansport High School, and the business-community, to produce a local plan for performance-based vocational education (PBVE) in mmachine trades courses To that end, a local catalogue of performance objectives (i.e., criterion-referenced measures associated with current occupational information relating to the job content of machinists) was established, and a competency-based local model was developed to define the machine trade job cluster. The curriculum, with specialties to match specific machinist jobs from entry level to master, was created. As a result of the project, a new state-approved curriculum was established; community relations between the various groups were cemented; and articulation of students between secondary and postsecondary institutions and between client industries and job trainees was facilitated. (The curriculum guide developed during this project is included in the document.) (KC)

ED 223 790 CE 033 989

Atherton, Margaret Snow

Career Counseling for ABE Students. An Analysis of Work Done by Career Counselors in the Southeastern Connecticut Adult Basic Education Program through Project LEARN, Regional Education Services Center.

Spons Agency-Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.

Pub Date- 82

Note-72p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adult Basic Education, Career Awareness, *Career Choice, *Career Counseling, Career Education, Counseling Services, *Decision Making, Employment Interviews, English (Second Language), High School Equivalency Programs, Job Application, *Job Search Methods, Job Skills, Learning Activities, Program Implementation, *Values Clarification, Vocational Interests

This booklet offers suggestions for setting up a career counseling program for adults enrolled in adult basic education programs. Chapter 1 indicates points that should be considered in setting up a career counseling process, including site selection, publicity, and availability of career counseling in both group and individual sessions. One method used for counselors and clients to develop community contacts in the service and business fields, the adult opportunities night, is described. Chapter 2 presents exercises for use by career counselors in either a group or with a single individual. The exercises are categorized under four topics: value clarification, skills and interests, decisions, and job hunting. For each exercise, some or all of the following information may be provided: type of activity (individual and group), written work, discussion, role-playing, homework assignments, minimum time required, approach, counselor preparation, resource person, materials required, special instructions, and handouts. Appendixes include a preprogram planning and log outline, a recommended career workshop outline, and forms for client intake and workshop evaluation. (YLB)

ED 223 829 CE 034 359

Jennings, Carol Ann

BASIC Programming.

Spons Agency-Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.

Pub Date-Sep 82

Note-357p.; Not available in paper copy due to colored paper in original.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, *Computers, *Computer Science Education, Curriculum Guides, *Data Processing, Instructional Materials, Learning Activities, Postsecondary Education, *Programing, *Programing Languages, Secondary Education, Technical Education

Identifiers-*BASIC Programing Language

Designed for use by both secondary- and postsecondary-level business teachers, this curriculum guide consists of 10 units of instructional materials dealing with Beginners All-Purpose Symbol Instruction Code (BASIC) programing. Topics of the individual lessons are numbering BASIC programs and using the PRINT, END, and REM statements; system commands; constants, variables, arithmetic operations, and the LET statement; methods of input, including READ, DATA, RESTORE, and INPUT statements; program control, including relational operators, GO TO statements, IF THEN statements, logical operators, and counters; program development cycle and flowcharting; formulated output PRINT USING statement and TAB function; FOR/NEXT statements, built-in functions, and subroutines; and subscripted variables, the dimension statement, and single- and double-dimensional arrays. Included in each unit are some or all of the following: performance objectives, suggested activities for instructors and students, information sheets, visual aids, assignment sheets, answers to assignment sheets, tests, test answers, and references. (MN)

ED 223 887 CE 034 455

Stuen, Cynthia And Others

A Demonstration Program for Training Senior Teachers.

Pub Date-21 Nov 82

Note-19p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society of America (35th, Boston, MA, November 21, 1982). For related document, see CE 034 428.

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, Adult Programs, Cooperative Programs, *Course Content, Demonstration Programs, Educational Gerontology, Educational Needs, Extension Education, Institutional Cooperation, Nontraditional Education, Nontraditional Students, *Older Adults, *Peer Teaching, *Preservice Teacher Education, Program Development, *Program Implementation, *Teaching Methods

Identifiers-*Senior Teaching Seniors Project

The Seniors Teaching Seniors project was conducted at the Columbia University Brookdale Institute on Aging and Adult Development to train older adults to communicate more effectively their skills and expertise. Older adults were to develop teaching skills so that they could conduct classes at senior centers. Two older-adult volunteers were selected from various senior centers to attend a special interdisciplinary class on teaching methods at Columbia University. The classes were comprised of 15 to 20 persons and taught by faculty from the higher and adult education, history, and nutritional departments, as well as from institutional support services and social work departments. The course consisted of eight lessons covering the following subjects: introduction to the course and information about videotaping; normal aging and group process skills: teaching skills; nutrition and current events used as examples of course content; resource identification; and communication and marketing skills. The class was conducted as a test of the model program designed to structure and conduct the lessons, including practice presentations by the senior citizens that were videotaped and played back for class discussion. A follow-up study showed that 82 percent of the participatns were teaching a course or preparing to do so and that all participants reported an increase in confidence in their communication skills. (KC)

ED 223 927 CG 016 335

Taylor, M. Susan Covaleski, Mark A.
Predicting Individuals' Turnover and Internal Transfer Behavior. Wisconsin Working Paper 6-82-31.
Wisconsin Univ., Madison. Graduate School of Business.
Pub Date-Jun 82
Note-21p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (54th, Minneapolis, MN, May 6-8, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Career Choice, *Career Planning, Employees, Employment Opportunities, *Job Satisfaction, Longitudinal Studies, Nurses, *Occupational Mobility, Organizational Climate, Predictor Variables, Values, Vocational Adjustment, *Work Attitudes

Researchers have spent considerable time and effort in the last 5 years developing process models to explain individuals' job turnover behavior. To examine the predictability of internal job transfers and turnover behavior from individuals' work values, career plans, and job satisfaction, nurses (N 160) completed questionnaires on demographic characteristics, job satisfaction, and work-related values, and surveys measuring job and work-related attitudes, and career values and plans. One year later nurses were classified as stayers, transferees, or leavers. Results showed that values and career plans rather than job satisfaction discriminated between those who remained in their jobs, accepted internal transfers, or turned over within the 1 year research period. The findings raise doubts about the use of internal transfers as a substitute for turnover and support the importance of employees' expectations about future satisfaction as a major determinant of job movement. (PAS)

ED 223 947 CG 016 356

Tulkin, Steven R.

Therapists' Contributions to Program Development in an HMO.

Pub Date-Aug 82

Note-10p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type- Information Analyses (070) - Reports - General (140) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cost Effectiveness, Counseling Techniques, *Counselor Role, *Delivery Systems, Holistic Approach, *Medical Services, Mental Health Programs, *Preventive Medicine, Program Development, Psychological Needs, *Psychotherapy, State of the Art Reviews, *Therapists

Identifiers-*Health Maintenance Organizations

The delivery of services in a health maintenance organization (HMO) provides many opportunities for innovation. There is a growing awareness that many outpatient medical visits are related to psychological or social needs. Because of the economic incentive for HMO's to reduce inappropriate utilization, psychologists and psychotherapists will play a more influential role in health care delivery in the near future. Contributions can be made on all levels of prevention. For example, primary prevention could include community health education programs. Secondary prevention could bring together patients who are dealing with various life experiences and provide them with early interventions. Tertiary prevention could help patients to readjust by providing social support and by helping prevent relapses. (JAC)

ED 223 968 CS 006 841

Digby, Sherry

Another Look at Learning Disabilities and Reading Instruction.

North Dakota Univ., Grand Forks. Center for Teaching and Learning.
Pub Date-Nov 82
Note-21p.
Journal Cit-Insights into Open Education; v15 n3 Nov 1982
Pub Type- Opinion Papers (120) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, *Learning Disabilities, Psycholinguistics, *Reading Aloud to Others, *Reading Comprehension, *Reading Difficulties, *Reading Instruction, Reading Processes, Reading Programs, Teaching Methods

The two terms reading problems and learning disabilities are not synonymous. Nevertheless, an increasing number of children who have reading problems are being labeled as learning disabled. Given the growing numbers of children failing to become competent readers, the fact that more and more of these children are being identified and treated as learning disabled and still are not learning to read, and the increasing level of frustration experienced by teachers around this issue, it is necessary to step back and match educational practices to an understanding of how children learn so that all children, learning disabled or not, have the best environment for learning to read. Such an environment can be facilitated by a comprehension-centered reading program, based on psycholinguistic principles, that helps children to learn to read by reading. Such a program embodies the following principles: (1) the classroom needs to be a warm and inviting place; (2) an abundant supply of reading materials needs to be readily and easily available to children; (3) children should be provided with many occasions to engage in meaningful discussions; (4) the children should also be encouraged to write; and (5) rather than giving emphasis to phonics and sight-words from basal readers, the emphasis should be given to more reading to and with children. (HOD)

ED 223 988 CS 006 913

Coots, James H. Snow, David P.

Understanding Poor Reading Comprehension: Current Approaches in Theory and Research.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No.-SWRL-TN-2-80/26

Pub Date-30 Nov 80

Contract-400-80-0108

Note-28p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Aptitude, *Decoding (Reading), Learning Theories, *Reading Ability, *Reading Comprehension, *Reading Difficulties, *Reading Processes, Reading Rate, *Reading Research, Reading Skills

Two views of the sources of poor reading comprehension are currently distinguishable in the research literature: a decoding sufficiency view and a comprehension skills view. The decoding sufficiency view argues that decoding is the only skill that must be acquired for general language comprehension. The broader, comprehension skills hypothesis argues that a deficiency in any of several basic component skills could thwart reading comprehension mastery. R. M. Golinkoff's major review of studies comparing good and poor comprehenders posited three components of comprehension: decoding, lexical access, and text organization. Research on decoding has yielded some hypotheses relating decoding speed to comprehension, but problems of study design cast some doubt on these conclusions. Research on lexical access ability indicates that poor comprehenders do not typically lack this ability; however, if cognitive overload during reading is more frequent among poor comprehenders, it is likely that lexical access functioning will deteriorate. Most clearly, text organization research has consistently shown that poor comprehenders are word-by-word readers while good comprehenders employ higher level strategies. (JL)

ED 224 089 EA 015 155

Temmen, Karen

A Research Study of Selected Successful Women Administrators in the Educational Field. Draft.

CEMREL, Inc., St. Louis, Mo.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-Jul 82

Note-100p.; Appendix A may not reproduce due to illegibility of original document.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Administrator Characteristics, *Administrators, *Career Ladders, Elementary Secondary Education, Employment Opportunities, *High Achievement, Mentors, Occupational Surveys, Questionnaires, Research and Development Centers, School Districts, Self Concept, Sex Role, *Success, *Women Faculty

An interest in learning the characteristics and self-images of successful women administrators and how they attained their current career levels led to a survey of 112 women administrators from 12 large Midwestern urban school districts and 3 Midwestern educational laboratories. This report draft reviews the literature concerning women managers: their personal characteristics, varied role combinations, role models, motivations, and supporting influences. The survey instrument design and the methodology for selecting the participants (a 64 percent response rate was received for 172 mailed questionnaires) are explained. The data are not analyzed beyond responses to 71 questions shown in numbers or percentages. Responses to a self-rating quiz on personality traits are illustrated by graphs. In the final section a completed survey presents a profile of the average respondent. The report ends with a bibliography; information on the sponsor of the research, CEMREL, Inc., and the Training Program for Minorities and Women (TPMW); copies of the cover and reminder letters sent to survey participants; and a reprint of the survey instrument. (MLF)

ED 224 159 EA 015 251

Levin, Henry M.

Educational Choice and the Pains of Democracy.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No.-IFG-TCC-11

Pub Date-Jul 82

Grant-OB-NIE-G-80-0111

Note-54p.; Prepared for the Tuition Tax Credit Seminar (Washington, DC, October 22, 1981).

Available from-Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 ($1.00).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Democratic Values, Educational History, *Educational Vouchers, Family School Relationship, *Nontraditional Education, Open Enrollment, Private Schools, Public Schools, *School Choice, School Districts, School Organization, *Tax Credits, *Tuition

There is a need for a common educational core to satisfy the requirements for reproducing a democratic society. Although historically the common schools were couched in the rhetoric of a common educational experience, democratic localism tended to undermine the commonality through a large number of antidemocratic practices. However, recent decades have witnessed successful attacks on many of these practices, leading to greater equity and homogeneity of the public schools. This success in overturning some of the aspects of schools that undermine democracy and in creating greater uniformity in education has stimulated new searches for greater choice and influence in education. There are numerous public policy options that would increase parental and student choice within the common educational experience required to meet the social goals of schooling in a democratic society. Finally, there are intrinsic obstacles to using such private choice mechanisms as tuition tax credits and educational vouchers for addressing simultaneously both the social purposes of schooling and private educational choice. (Author/MLF)

ED 224 219 EC 150 602

Ching, Pearl And Others

Hawaii State Guidelines and Procedures for Gifted and Talented Education.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.
Pub Date-Jun 82
Note-183p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Curriculum Development, *Delivery Systems, Elementary Secondary Education, *Gifted, Guidelines, Models, *Program Development, Program Evaluation, Program Implementation, Screening Tests, Staff Development, Staff Role, *State Standards, Student Characteristics, *Talent, *Talent Identification, Teacher Characteristics
Identifiers-*Hawaii

The document provides guidelines for the education of gifted and talented students in Hawaii. Following an introduction which includes a brief historical overview of gifted and talented programs in Hawaii, the document addresses nine major topics (sample subtopics in parentheses): the nature of giftedness and talent (definitions, student characteristics); program planning (goals, program rationale, program implementation guidelines); identification and selection of students (measures for first and second screening, class size); provision of appropriate educational opportunties (models, framework for develcping differentiated curriculum); teachers of gifted and talented (selection, desired characteristics, teaching styles); staff development (phases); parent involvement (community awareness); roles and responsibilities (10 staff categories, including state and district personnel, school counselor, and regular teachers); and evaluation, monitoring, and reporting (program and student evaluation). (CL)

ED 224 238 EC 150 622

Selected Bibliographies. Reports of the Deans' Grants: 4.
National Science Teachers Association, Washington, D.C.; Virginia Commonwealth Univ., Richmond. School of Education.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date-Dec 81
Grant-G007801524
Note-59p.; For related documents, see EC 150 621-626.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Annotated Bibliographies, *Disabilities, Elementary Secondary Education, *Mainstreaming, *Mathematics, *Science Instruction, *Teacher Attitudes
Identifiers-Deans Grants Program

Four bibliographies from Dean's Grant Projects (programs designed to prepare regular class teachers to work with mainstreamed handicapped students) are provided. Entries include author's name, title, source, date and pagination information, and, in two of the bibliographies, a brief annotation. The following topics are the central concerns of the bibliographies: teacher attitudes towards children with special needs, math and the handicapped, and science education and the handicapped. The final bibliography, also on science instruction for the handicapped, was prepared by Science for the Handicapped Association, an interest group of the National Science Teachers Association. (CL)

ED 224 278 FL 012 904

Tourond, Margaret

French Diagnostic Reading Tests for Early French Immersion Primary Classes, Grades 1, 2, & 3: Guide Ontario Inst. for Studies in Education, Toronto.

Report No.-ISBN-0-7744-0245-8
Pub Date-82
Note-57p.; Charts and tests are marginally legible because of small print.
Available from-OISE Press, 252 Bloor St. West, Toronto, Ontario M5S 1V6, Canada ($7.25)
Language-English; French
Pub Type- Tests/Questionnaires (160) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Diagnostic Teaching, *Diagnostic Tests, Elementary Education, *Error Analysis (Language), *French, *Immersion Programs, Language Skills, Primary Education, *Reading Comprehension, Reading Tests, Semantics, Student Evaluation, Test Interpretation, Test Reliability, Test Validity, Word Recognition
Identifiers-Canada

A French-English guide to French diagnostic reading tests for French immersion classes, grades one through three, is presented. The tests diagnostiques de lecture'' are designed to indicate strengths and weaknesses in silent reading performance in French for early French immersion pupils in Canada and to integrate this information into the reteaching process. The tests may also facilitate the appropriate use of remedial resources in diagnosing strengths and weaknesses in a class or at a particular grade level. Instruction time in French for these classes has been: grade one, 80 to 100 percent; grade two, 70 to 100 percent; and grade three, 50 to 80 percent. For grade one, the following subtests are presented: word recognition, word meaning, and sentence and short story comprehension. For grade two, subtests are as follows: word blending and grapheme discrimination, word meaning, sentence completion, and story comprehension. And grade three subtests are sentence comprehension and story comprehension. Percentiles are provided for the subtests, and charts for the analysis of errors enable the teacher to locate objectives for corrective teaching for specific children based on their performance on the various subtests. Advice is presented to teachers regarding the interpretation of test results, along with specific directions on how to use analysis of errors charts. Attention is also directed to: test development, test design, pretesting, content and concurrent validity, sample standardization procedures, difficulty of test items, discrimination of test items, and test reliability. (SW)

ED 223 810 CE 034 268

Burnley, Cynthia S. Burkett, Gary L.

Which Female Medical Students Select a Career in Surgery.

Spons Agency-Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date-Sep 82

Contract-PHS-NO-1-PE-34022

Note-14p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September 6-10, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Choice, Career Education, *Career Planning, Comparative Analysis, Family Characteristics, *Females, Higher Education, Marital Status, Medical Education, *Medical Students, *Motivation, *Occupational Aspiration, Parent Background, *Surgery

Identifiers-*Career Motivation

A study examined characteristics of female medical students who indicated an intention to specialize in surgery, traditionally a male-dominated field. Family backgrounds, career motivations, and career orientations from this group were compared with the same characteristics of female medical students selecting other fields of specialization. Data were collected in a national survey of third-year medical students in the spring of 1978. Questionnaires were returned by 1,238 persons from 112 different United States medical schools. The Association of American Medical Colleges provided anonymous background data from the respondents' admission records. Women selecting surgery were more likely never to marry, to have a physician father and homemaker mother, and to have higher family income. Female surgery students decided on a medical career at younger ages, were more certain of their choices of specialization, and were more likely to be interested in a private practice. In regards to career orientation, female surgery students were more likely to state that the desire for financial rewards is important and that physicians need to sacrifice personal time for the sake of their work. They were less likely to report that the time demands of most medical practices are unreasonable. Shown through these characteristics, the women selecting surgery were significantly different from women entering other areas of specialization and were more similar to male medical students. (YLB)

ED 223 867 CE 034 429

Ward, Kathryn B. Weiss, Jane A.

A Competitive Model of Women's Labor Force Participation in the United States: 1940-1978.

Pub Date-Sep 82

Note-40p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September 6-10, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, Adults, *Age Differences, Age Groups, Birth Rate, Economic Development, *Employed Women, *Employment Level, Employment Opportunities, *Employment Patterns, Employment Problems, Employment Statistics, Equal Opportunities (Jobs), Females, Labor Force, Labor Force Nonparticipants, Males, *Models, Research Needs, *Unemployment, Unions, Womens Education

An examination was made of what determined women's opportunities to participate in the United States labor force from 1940 to 1978. Using a model drawn from ecological and competition theory, the data examined suggest that the expansion of the economy, the relative proportion of women in the population, female tertiary education, and governmental involvement in the economy operate to increase women's opportunities in the labor force. Unionization and fertility operate to decrease women's opportunities. Empirical results from time-series analysis indicate that most of these factors are significant and have the predicted effects with the exception of the nonsignificant effects of fertility. Also, some labor force differences by female age groups are found. Directions for future research should include the more direct specification of female and male competition in the labor force and the suitability of this model for cross-national analysis of female labor force participation. (Author/KC)

ED 224 125 EA 015 211

Wolfe, Leslie G.

School Board Self-Assessment. Leader's Manual. Keys to School Boardsmanship. A Program of Continuing Education for School Board Members.

Montana School Boards Association, Helena.; National School Boards Association, Washington, D.C.; Northwest Regional Educational Lab., Portland, Oreg.; Washington State School Directors Association, Olympia.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-82

Contract-400-80-0105

Note-106p.; For related documents, see EA 015 201-212. Also contributing to the development of this document were the Idaho School Boards Association, the Oregon School Boards Association, and the Association of Alaska School Boards. Document also appears under the title Management Team Self-Assessment.''

Available from-Publications, National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, DC 20007.

Pub Type- Guides - General (050) - Non-Print Media (100)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Board of Education Role, Boards of Education, Elementary Secondary Education, Leaders Guides, *Management Development, *Management Teams, Program Administration, Program Development, Program Evaluation, Program Implementation, *Self Evaluation (Groups), *Workshops

Identifiers-*Board of Education Members

The materials in this manual are designed to help workshop leaders prepare for and present workshops for school board members on a process of self-assessment for the school board or the district management team. Two levels of workshop are treated: the first level is designed for presentation in a large group format and introduces the concepts relevant to self-assessment; the second level is intended to provide technical assistance to individual school boards in preparing for and conducting the feedback sessions called for by the self-assessment process. The manual consists of six sections: an introduction; three sections on planning, presenting, and evaluating the workshops; a selection of resource materials; and booklets for workshop participants. The discussion of planning covers the focus and scope of the workshop, familiarization with relevant materials (including the format of the manual), and the grouping of participants. The presentation section includes sequential descriptions of workshop activities, leader focuses for each activity, and instructions for conducting the activities. The resource materials provided include papers explaining the self-assessment process and discussing the four central functions of the school board, and masters from which transparencies can be reproduced for projection at the workshops. (Author/PGD)

ED 224 142 EA 015 231

Levin, Betsy

The Making (And Unmaking) of a Civil Rights Regulation: Language Minority Children and Bilingual Education.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No.-IFG-PR-82-A4

Pub Date-Mar 82

Grant-OB-NIE-G-80-0111

Note-60p.; Prepared for the Institute for Research on Educational Finance and Governance (IFG) Seminar on Law and Education (July, 1981).

Available from-Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 ($1.00).

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Bilingual Education, Civil Rights Legislation, Compliance (Legal), Court Litigation, Elementary Secondary Education, Equal Education, Federal Government, *Federal Regulation, Government School Relationship, *Limited English Speaking, Minority Groups, *Policy Formation, Public Agencies

Identifiers-Congress, *Department of Education, Interest Groups, Lau Remedies 1975, Lau v Nichols, *Rules and Regulations

A narration of the federal Department of Education's attempt to promulgate regulations protecting minority-language students' civil rights examines the roles of federal agencies, Congress, state and local governments, the courts, civil rights groups, teacher and administrator groups, and the media in the regulatory process. An introductory section reviews the legislative, executive, and judicial branches' constitutional roles in education. Part 2 narrates legislative and judicial developments involving students with limited English proficiency (LEP) from 1964 to 1980, highlighting the roles of Congress, the Education Department (ED) and its predecessors, the courts, the Lau v. Nichols decision (1974), and the Lau remedies'' governing schools' services to LEP students from 1975 to 1980. Part 3 describes ED's proposed regulation, published in 1980, and its major features. Reactions to the proposed regulation are reported in part 4, including ED's analysis of regulatory impacts, the report of the President's regulation analysis group, Congress's veto threat, and the regulation's withdrawal. Part 5 discusses factors affecting the response to the regulation, including multicultural problems, teacher employment, teaching methods, states' rights, and media interpretations. Further factors, involving national political changes, problems in the regulation and ED, and civil rights issues, are reviewed in the final section. (RW)

ED 224 177 EA 015 367

Persell, Caroline Hodges And Others

Effective Principals: What Do We Know from Various Educational Literatures?

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-82
Contract-P-81-0181
Note-77p.; Prepared for the national conference on the principalship, convened by the National Institute of Education (October 20-22, 1982).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Administrator Characteristics, Administrator Qualifications, Criteria, *Educational Environment, Elementary Secondary Education, *Institutional Characteristics, Leadership, Models, Outcomes of Education, *Principals, *School Effectiveness, Scores, Social Environment
Identifiers-*Administrator Effectiveness

Based on a review of the literature, the author summarizes and evaluates research on the role of principals in effective schools and suggests additional factors needing study. Her review identifies nine features of effective principals and schools, involving commitment to academic goals, academic expectations, school climates that facilitate learning, time utilization, and principals' instructional leadership, personality traits, interpersonal style, organizational potency, and goal monitoring and evaluation activities. Six assumptions in the literature are discussed by the author, including the assumptions that principals' observed behaviors are causally related to observed outcomes and that schools are tightly coupled systems. From this discussion she proposes a new model that adds the variables of social context, principal characteristics, and inschool mediating processes to the existing variables of principals' behaviors and educational outcomes. She reviews further literature to suggest specific social contexts (such as federal, state, teacher union, district, and community pressures) and mediating processes (including schools' demographic, institutional, interpersonal, and labor relations characteristics) that should be accounted for in research on effective principals. Finally, the author discusses the usual criteria used for school effectiveness test scores and suggests adding other criteria, such as school attendance rates. Two appendices reorder the bibliography by topic and propose an agenda for future research on principal effectiveness. (RW)

ED 224 197 EC 150 379

Fuchs, Lynn S. And Others

Special Education Practice in Evaluating Student Progress toward Goals.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Report No.-IRLD-RR-81
Pub Date-Jul 82
Contract-300-80-0622
Note-34p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Classroom Observation Techniques, *Disabilities, Elementary Secondary Education, Individualized Education Programs, Informal Assessment, Mastery Learning, *Special Education Teachers, *Student Educational Objectives, *Student Evaluation, Surveys, *Teaching Skills

Surveys of 147 special education teachers and observations of 20 practicing teachers and 20 cooperating teachers were used to (1) determine which evaluation procedures are used most often by special education teachers in their evaluation of student progress, and (2) assess the adequacy of those procedures. Survey respondents indicated that they assess progress on individualized education program (IEP) objectives quarterly, that they rely on informal observation for assessing students' mastery of objectives, and that they are confident in their assessments of student performance. Observations of teachers during instruction corroborated these survey findings; teachers actually relied on and were confident in their informal observations of student performance on lesson objectives. Nevertheless, the observed teachers were highly inaccurate in their assessments of student mastery of lesson objectives and in their estimates of performance on lesson objectives. Implications for monitoring student progress are discussed. (Author/DB)

ED 223 849 CE 034 390

Canna, Debra S.

Effects of Cooperative Education on High School Students' Career Choice: A Review of the Literature.

Pub Date- 82
Note-12p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Career Choice, *Career Development, *Career Education, *Cooperative Education, Educational Research, *Experiential Learning, High Schools, *High School Students, Literature Reviews, Participant Satisfaction, *Persistence, Program Effectiveness, Program Evaluation, Student Attitudes, Vocational Maturity, Work Attitudes
Identifiers-*Experience Based Career Education, *Impact, Impact Studies

Studies on the impact of experience-based cooperative education on career development, maturity, and retention were reviewed to determine if high school students were prepared to successfully enter the world of work. Studies comparing cooperative and non-cooperative education in terms of career attitudes and maturity indicated that cooperative education students appear to be superior. Cooperative education has also shown its effect on students' personal growth and maturity. One evaluation showed more negative results, including varied attainment of positive work habits, and attitudes as well as career decision-making skills by experience-based career education students. In another study, no evidence of program effectiveness in career knowledge and career maturity program components was found. More encouraging results from studies supporting cooperative education were positive student and community attitudes toward experience-based career education, improved student attitudes toward education, and substantial career education gains for student participants. Findings from studies also seemed to indicate that cooperative education students placed a higher priority on career establishment than did non-cooperative education students. The few studies on career retention that have already been conducted showed that cooperative education graduates remained in, or were committed to, careers they explored through experience-based career education. (YLB)

ED 223 906 CE 034 549

Principles of Fuel and Fuel Systems, 8-4. Military Curriculum Materials for Vocational and Technical Education.

Army Ordnance Center and School, Aberdeen Proving Ground, Md.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-273p.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Auto Mechanics, Behavioral Objectives, *Engines, *Fuels, Individualized Instruction, Learning Activities, Pacing, Postsecondary Education, Secondary Education, Tests, Textbooks, *Trade and Industrial Education

Identifiers-*Automotive Fuel Systems, Military Curriculum Project

This volume of student materials for a secondary/postsecondary level course in principles of fuel and fuel systems is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The purpose of the individualized, self-paced course is to provide the student with a general knowledge of the principles of fuels and the function, operation, and maintenance of components utilized in fuel systems. The course is suggested for use as a subunit in an engine repair or design course. Five lessons cover these topics: introduction to fuels and fuel systems, fuel system components, carburetor circuits, gasoline fuel-injection systems, and multifuel systems. Study texts for each lesson contain objectives, study assignment text material, review exercises, and answers to the exercises. A special section entitled Fuel Injection'' is also included. A course examination is included, but no answers are provided. (YLB)

ED 224 009 CS 206 976

Bossen, Howard

Dialogue of Differences: The Writing of Henry Holmes Smith.

Pub Date-Jul 82

Note-26p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Aesthetic Education, Journalism, Models, *Photographs, *Photography, *Theories, Visual Literacy

Identifiers-*Smith (Henry Holmes)

In addition to surveying the writings of Henry Holmes Smith, this paper explains his importance as a theoretician and practitioner of photography. After a discussion of Smith's ideas on reading photographs'' and his concerns with the ethics of photography, particularly of photojournalism, the essays in the book, Henry Holmes Smith: Selected Critical Articles,'' (edited by Terence Pitts) are summarized and explained. Concern with the human experience is put forth as the idea that unifies these essays. Smith is seen as calling for the openness of the scientist, so that the narrow conception of photography as object-centered representation championed by the tastemakers will not become its exclusive definition. It is suggested that Smith's articles about other photographers, which contain no reference to his own work, nevertheless reveal his own theoretical underpinnings. Image making without the use of conventional equipment or subjects is presented as an important element of a broader conception of photography, and some examples of Smith's work in this vein are included in the paper. (JL)

ED 224 029 CS 207 271

Mamchur, Carolyn

Paddling Upstream: The Importance of Learning Style for the Teacher of Literature.

Pub Date-Aug 82

Note-26p.; Paper presented at the Annual Meeting of the Canadian Council of Teachers of English (15th, Saskatoon, Canada, August 15-20, 1982).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Class Activities, *Classroom Environment, *Curriculum Enrichment, *English Instruction, Experiential Learning, High Schools, Psychological Needs, Relevance (Education), *Student Centered Curriculum, *Student Characteristics, Student Interests, *Student Needs, Teacher Characteristics

Identifiers-Jung (Carl G)

Applying Carl Jung's theories positing two types of people, extraverts (E) and introverts (I), and two ways of perceiving, directly through the senses (S) and intuitively (N), to education reveals that the majority of educators are IN's while the majority of students are ES's. To tap the natural energy of the majority of students, the curriculum must be adapted to create an ES classroom. Action-oriented ES English classrooms can be created in a variety of ways: field trips, the acting-out of scenes, or interviews using the hands as well as the head. It is essential that physical movement be permitted in the classroom. Teachers should also move slowly from the student's experience to new concepts, starting with facts before moving to abstract ideas. Students should be encouraged to read about real things, relevant to their lives, and to do real things as well. The arts are a natural way to simulate the students' senses, and like the other elements of this approach, can be used in a cross curricular way. Multimedia materials films, computers, tape recorders help make the intangible tangible to the student. Group interaction peer tutoring, group projects, debates provides the person-to-person contact the extravert needs. Finally, providing sensory pleasure eating, painting, class outings gives the extraverted sensory types the fullness of life they desire. (JL)

ED 224 049 CS 207 293

Yarosky, Elaine, Comp.
American Literature: A Guide to Reference Sources.
McGill Univ., Montreal (Quebec). McLennan Library.
Pub Date-82
Note-20p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, Authors, *English Instruction, Fiction, Higher Education, *Literary Criticism, Poetry, *Resource Materials, *United States Literature

The approximately 100 entries in this annotated bibliography comprise a list of reference sources useful for the study of United States literature, excluding drama and theatre. The entries are arranged according to the following categories: (1) guides; (2) literary handbooks, encyclopaedias, and dictionaries; (3) biographical sources; (4) indexes to essays and general literature, short fiction, poetry, and periodicals; (5) periodical directories; (6) bibliographies of American literature, including national bibliography, bibliography of literature, bibliographies of bibliography, and critical studies of American literature. (FL)

ED 224 069 CS 504 049

Ting-Toomey, Stella
Gossip as a Communication Construct.
Pub Date-Feb 79
Note-23p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (Los Angeles, CA, February 17-21, 1979).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication Research, Communication Skills, Dialogs (Language), *Disclosure, Information Seeking, Information Sources, *Interpersonal Communication, Social Status
Identifiers-*Gossip

Although an important communication process, gossip rarely has been seriously studied. Distinct from rumor and self-disclosure, it can be defined as the communication process whereby information about another person's affairs or activities is disclosed and circulated in an exclusive manner in dyads. Some functionalists'' assert that gossip maintains social boundaries between in-group members and outsiders and reaffirms the norms and values of a particular communication network, while others claim gossip is a way to obtain information about another person and functions as a manipulative strategy to forward one's self-interest. Transactionalists'' propose it is used for impression management and for social comparison. The social exchange theory posits three functions of gossip, informative,'' moralizing,'' and entertainment.'' Four rules can be advanced concerning the context, content, procedure, and structure of gossip in terms of the gossipers (A and B) and the gossipee'' (C): (1) when A and B gossip about C, C is not to be within listening distance; (2) what A shares with B about C is not public knowledge; (3) gossip is an entirely voluntary process; and (4) A and B are closer to each other than either is to C. Given these rules, it can be seen that gossip, or the art of self-disclosure,'' seems to closely parallel self-disclosing communication. (JL)

ED 224 109 EA 015 194

Rogers, David L. Whetten, David

Research Needs on Interagency Cooperation.

North Central Regional Center for Rural Development, Ames, Iowa.

Pub Date-Jan 79

Note-33p.

Available from-Publications, North Central Regional Center for Rural Development, 578 Heady Hall, Iowa State University, Ames, IA 50011 (single copies, free).

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Agency Cooperation, Conflict, *Coordination, Decision Making, Horizontal Organization, Longitudinal Studies, Organizational Theories, Program Effectiveness, *Research Needs, Theories, Vertical Organization

The product of a literature review by scholars in the field, this report is intended for researchers, those funding research, and those whose task is to coordinate organizations. A large number of research needs in the area of interagency coordination were identified, including research on the impacts of social philosophies and administrative principles on the organization of delivery systems; the dynamics of previous coordination strategies; which specific interest groups impact delivery systems; the process by which coordinated systems are developed; the necessary conditions for coordination; a theory of interorganizational coordination; the relationships between horizontal and vertical coordination; the roles of conflict in coordination; the interrelation among the basic forms of organizational interaction; the dynamics of the coordination process; the consequences of different types of coordination strategies; coordination from the perspective of both subjective and objective analysis; and the use of ethnographic and survey techniques to analyze coordination. (Author/JM)

ED 224 239 EC 150 623

Sapon-Shevin, Mara

Mainstreaming: Implications for Reconceptualizing Schooling. Incidental Papers. Reports of the Deans' Grants: 6.

Pub Date-1 Apr 81

Note-31p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (58th, April 1, 1981). For related documents, see EC 150 621-626.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Accountability, Compliance (Legal), *Disabilities, Elementary Secondary Education, Federal Legislation, *Individualized Instruction, Interdisciplinary Approach, Interpersonal Competence, *Parent School Relationship, Program Implementation, *Social Environment, *Special Education

Identifiers-Deans Grants Program, *Education for All Handicapped Children Act

The paper focuses on differences between regular and special education and suggests ways in which the principles of P.L. 94-142 (the Education For All Handicapped Children Act) can be extended to the education of nonhandicapped students. Special education as mandated by P.L. 94-142 differs from regular education in six dimensions: mandate for appropriate education, emphasis on individualization, attention to the social climate and to social goals, the role of the parents in the educational process, staffing patterns and interdisciplinary process, and accountability. Applications to regular education of these principles would result in a variety of changes, including reduced class sizes, development and implementation of social skills curricula, use of release time to allow teachers to meet with parents, increased interdisciplinary consultation, and greater accountability for student outcomes. Impediments to such changes exist, but the benefits of extending the merits of P.L. 94-142 to all of education are great. (CL)

Lewis, Linda

Annotated Bibliography of Studies in Special Education.

Abt Associates, Inc., Washington, DC.; National Association of State Directors of Special Education, Washington, D.C.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date-Dec 81

Contract-300-79-0721

Note-219p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Annotated Bibliographies, *Compliance (Legal), *Disabilities, Educational Research, Elementary Secondary Education, *Exceptional Child Research, *Federal Legislation, Preschool Education, Research Projects, *Special Education, *State Legislation

The bibliography contains brief descriptions of approximately 160 completed or in progress studies in special education, most of which have been sponsored or conducted by federal, state, and local education agencies. References, most of which are to studies conducted from 1975 to 1981, are designed to familiarize educators with research on the implementation of state and federal laws for educating handicapped children and to provide users with the names and addresses of individuals and agencies that can be contacted for additional information on the methodologies and results of each of the studies. Studies are divided into the following categories: child count, competency testing/diplomas, declining enrollment, education programs (arts education, preschool/early childhood education, secondary education, vocational education), eligibility criteria, extended school year, finance/cost, future trends, handicapping conditions, identification/referral/evaluation, implementation of state and/or federal laws, incidence of handicapping conditions, individualized education programs, institutions, interagency cooperation/agreements, least restrictive environment/mainstreaming, management/coordination of services, management information services, minorities, monitoring, paperwork systems, parents, personnel, placement, procedural safeguards, program quality, public awareness, related services, reporting, rural education, and student turnover. Information for each study usually includes the title, name of agency conducting the study, brief description of what the study examined, data collection dates, title and date of reports and other materials resulting from the study, and a name and address of the agency and/or individual to contact for additional information. (SW)

ED 224 298 FL 013 333

Voght, Geoffrey M., Ed.

Proceedings of the EMU Conference on Spanish for Bilingual Careers in Business (Ypsilanti, MI, March 18-20, 1982).

Pub Date-82

Note-440p.; For individual papers, see FL 013 334-352 and FL 013 354-358. Best copy available.

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Bilingualism, *Business, Business Communication, Careers, College Curriculum, *College Second Language Programs, Cooperative Education, Educational Finance, Employment Opportunities, Higher Education, Instructional Materials, *Languages for Special Purposes, Program Development, Program Implementation, Second Language Instruction, *Spanish, Teaching Methods

A collection of 25 essays dealing with Spanish for bilingual careers in business are included in this volume. The authors, including college faculty from 35 states, students, administrators, authors, and publishers, participated in a conference to exchange ideas on the development and implementation of university level business Spanish programs. Among the topics discussed are rationales for implementing business Spanish programs, domestic and international employment prospects for business Spanish graduates, potential funding sources for program development, existing business Spanish programs at U.S. universities, curriculum models, teaching methods for commercial Spanish classes, instructional materials and resources, proficiency testing, basic commercial Spanish vocabulary, the place of business Spanish in the liberal arts curriculum, and programs for cooperative education. (RW)

ED 223 772   CE 032 299

Caffarella, Rosemary S.

Hospital Patients Are Adult Learners.

Pub Date- 80
Note-13p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, Health Education, *Hospitals, *Medical Services, *Patient Education, Patients, Physician Patient Relationship, Preventive Medicine
Identifiers-Formal Education, Informal Education

Patient education is recognized by health care providers and patients themselves as an important component of adequate health care for hospital patients. Through this informational process, patients receive information about specific health problems, learn the necessary competencies to deal with them, and develop accepting attitudes toward the problems and resulting changes in lifestyles. Patient awareness

includes two types of educational activities formal and informal. Hospital-based patient education serves three clienteles: inpatients, outpatients who attend medical clinics, and the general community. Programs for the community are principally informational. Hospital-based activities for the outpatient population range from informational programs to more structured individual and group sessions with patients. The content of patient education activities for inpatients is varied, including orientation to hospital facilities and services; explanation of the diagnosis and treatment for the health problem; teaching of the medical management of the problem; assisting of patients to learn or relearn self-care; teaching of independent living skills; teaching of patients and families about appropriate community resources; teaching about the financial management of the problem; and discussions concerning general preventive activities. (YLB)

Goldstein, Marjorie T.

A Regional Model to Promote Linkages to Support Vocational Education for the Handicapped.

Educational Funding Improvement Center Northeast, West Orange, N.J.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
Pub Date-Jul 82
Note-69p.
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adults, Adult Vocational Education, *Agency Cooperation, Agency Role, Coordination, Emotional Disturbances, *Job Placement, *Mild Disabilities, Mild Mental Retardation, Models, Neurological Impairments, Perceptual Handicaps, Private Agencies, Public Agencies, *Regional Programs, School Business Relationship, School Community Relationship, *School Role, Secondary Education, Social Adjustment, Special Education, Vocational Education

Identifiers-*Linkage

This manual describes a regional linkage model developed to bridge the mildly handicapped student's school and post-school job training by using a consortium of local professional personnel (vocational and special educators), representatives of business and industry, and representatives of public and private agencies concerned with work placement of handicapped persons. It first discusses preliminary steps the consortium took, including exploration of ways to create better linkages and examination of obstacles to successful placement of the handicapped and their career-related needs. The next section describes the model that provides for classification of the students by the school and school-based actions in collaboration with parents to facilitate development of vocational/special education programs for mildly handicapped youth. The 19 components of the model are discussed, and the role of the four sectors schools, home, social service and rehabilitation agencies, and business and industry that share responsibility for that component is also described. A final discussion focuses on some process issues, namely time constraints and participants' commitment to the project, and three issues related to development of the model: schools as initiators of the process, communication dynamics, and the organizational/individual nature of linkage endeavors. Appendixes include a glossary, lists of project participants and advisory committee members, and an abstract. (YLB)

ED 223 830 CE 034 362

Males in Home Economics Classes: A Teacher's Guide.

Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date-Sep 82

Note-159p.

Available from-Home Economics Instructional Materials Center, Box 4067, Texas Tech University, Lubbock, TX 79409.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Behavioral Objectives, Career Education, Child Development, Classroom Environment, Clothing Instruction, Consumer Education, Family Life Education, Foods Instruction, Guidelines, *Home Economics, Home Furnishings, Home Management, Housing, Instructional Materials, Learning Activities, *Males, Nutrition Instruction, *Occupational Home Economics, Public Relations, Secondary Education, Student Organizations, *Student Participation, *Student Recruitment, *Teaching Methods, Textiles Instruction

Identifiers-Future Homemakers of America

Designed to provide consumer and homemaking education teachers with new and creative ideas for meeting the needs of male students, this guide consists of suggestions for developing a classroom environment and teaching strategies to involve males in home economics classes. The first part of the guide covers the following topics: classroom environment, classroom image, public relations, the Future Homemakers of America/Home Economics Related Occupations (FHA/HERO) organization, home economics careers, and instructional materials. Discussed in the second section of the guide are teaching strategies for involving males in home economics classes dealing with the following subject areas: child development, clothing and textiles, family living, food and nutrition, home management and consumer education, housing and home furnishing, and careers. Each chapter in the second part of the guide contains a list of behavioral objectives followed by a series of suggested learning activities for use in addressing each objective. (MN)

ED 223 928 CG 016 336

Williams, M. Willson

Ethnic and Religious Factors Related to College Women's Attitudes toward Number of Children.

Pub Date-29 Apr 82
Note-20p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association (Albuquerque, NM, April 28 - May 1, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Catholics, Children, College Students, Cultural Influences, *Ethnicity, Ethnic Stereotypes, Females, Higher Education, Hispanic Americans, *Religious Factors, *Social Attitudes, Student Attitudes
Identifiers-*Family Size

Positive or negative attitudes toward the number of children a woman has are often thought to be related to ethnicity and religious background. It was hypothesized that Hispanics, when compared with Anglos, would place higher positive values on women with children than on women with no children and that religious identification with the Catholic Church would result in higher positive attitudes toward women with children regardless of ethnicity. Anglo Catholic (N 31), Hispanic Catholic (N 26), Anglo Protestant (N 61), and Hispanic Protestant (N 4) female college students completed a semantic differential to measure their attitudes toward number of children in three different narratives about women. An acculturation scale determined the ethnic and religious identification of the subjects. Analyses of results revealed no significant differences between attitudes towad number of children either as a function of Anglo or Hispanic culture, or Catholic or Protestant religion. These results indicated that within the total population sampled a tendency existed to want fewer children, and to place a higher value on women who have fewer children. The findings suggest that acculturation will result in fewer differences in current attitudes in general, including family size. (PAS)

ED 223 948 CG 016 357

Rehm, Lynn P.

Outcome of Self-Control Therapy for Depression with Subpopulations.

Pub Date-Aug 82
Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Students, *Counseling Effectiveness, *Counseling Techniques, *Depression (Psychology), Group Therapy, Higher Education, Predictor Variables, Program Development, *Psychotherapy, *Self Control

A behavioral psychotherapy program for treating depression has been developed based on a self-control or self-management model that postulates that depressed persons selectively attend to negative events and immediate consequences of events; set stringent self-evaluative standards; make negative, inaccurate attributions of responsibility for events; reward their own behavior inadequately; and punish themselves excessively. To test the effectiveness of specifying three different treatments (a behavioral target program focused on increasing activity level, a cognitive target program focused on modifying and increasing positive self-statements, and a combined program including both targets) for different populations of depressed patients, 104 college women participated in 21 therapy groups. In general, results suggested a better outcome for subgroups of subjects who had an acute onset of depression. There were no significant differences due to subject characteristics, a factor which emphasizes the generalizability of the program. Subjects high and low on positive activity frequency were equal in outcome within the cognitive target program. Within the behavioral target program, subjects who reported a high frequency of positive activities did better, and in the combined cognitive program subjects who reported a low frequency of positive activities did better. The findings suggest a need for further replication. (JAC)

ED 223 969 CS 006 879

8 September: International Literacy Day. Summary of Information Received Concerning the Celebration in 1980 and 1981.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date-82

Note-85p.; Photographs may not reproduce.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Global Approach, International Organizations, *International Programs, *International Relations, *Literacy, Program Descriptions, *World Affairs

Identifiers-*International Literacy Day, *Unesco

This volume summarizes events throughout the world in celebration of International Literacy Day in 1980 and in 1981. Each description begins with an overview of the message the Director-General of Unesco addressed to member states at Unesco headquarters in Paris. Next, there are short reports of activities from each of the member states. The governmental and nongovernmental organizational reports that follow include those of MOBRAL, the World Young Women's Christian Association, the International Reading Association, the International Film and Television Council, the World Federation of Democratic Youth, the World Federation of Trade Unions, the Summer Institute of Linguistics, the National Federation of Voluntary Literacy Schemes, the World Organization of the Scout Movement, and the Workers' Lifelong Education Service. Each year's description also includes reproduced photographs that illustrate the events held at Unesco headquarters and in a few of the member states as well as news briefs about the International Literacy Day, the Literacy Prize, the list of winners of the Nadezhda K. Krupskaya Prize, the International Reading Association Literacy Award, and the Noma Prize. Also included in each description is the complete text of the Director-General's speech for that year. (HOD)

ED 224 090 EA 015 161

Johnson, Carroll F.

The Role of Consultants in Selecting a Superintendent.

Pub Date-27 Feb 82

Note-9p.; Paper presented at the Annual Meeting of the American Association of School Administrators (114th, New Orleans, LA, February 26-March 1, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Qualifications, *Administrator Selection, Board of Education Role, *Consultants, Decision Making, Elementary Secondary Education, School Districts, *Superintendents

Identifiers-*Consultant Role

The role of the consultant in the superintendent selection process is to assist the board of education in three major areas: in defining the qualifications and characteristics desired in the superintendent, in obtaining a large pool of qualified candidates meeting the defined criteria, and in following procedures that will permit making the best choice from this pool of candidates. In fulfilling these responsibilities, the consultant is charged with helping assure the integrity of the selection process and, in the course of that process, enhancing the dignity, reputation, and image of the board. The consultant specifies the roles appropriate to all parties in the process, including not only the board and the candidates but also the teachers, administrators, students, parents, and citizens involved, as well as the candidates' families and home communities. The consultant is also expected to study the credentials of the candidates, to investigate in depth the qualifications of outstanding candidates, and to recommend a slate of finalists. Finally, the consultant must be knowledgeable concerning the techniques and methodology suitable to making sound choices among superior candidates. (Author/PGD)

ED 224 220 EC 150 603

Zucker, Karl B.

Identifying Emotionally Disturbed Children through Others-Concept Information.

Pub Date-82

Note-8p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 23-27, 1982). Funding for this research was made possible by the Indiana State University Special Education Blumberg Endowments Fund.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Education, *Emotional Disturbances, *Handicap Identification, *Interpersonal Competence, Prediction, *Screening Tests, Secondary Education, *Social Adjustment, Social Development

Identifiers-Paired Hands Test

Twenty-one elementary and 19 secondary emotionally disturbed (ED) children were administered the Paired Hands Test (PDT), an index of social adjustment in which Ss are asked to indicate what the hands in the photographed test item are doing. A list of emotional indicators was compiled by comparing Ss' test responses with those of 1235 nondisturbed students (grades 4-6). Seventeen indicators were found to identify 81% of the ED Ss and 25% of the normative sample when a criterion of three or more indicators was used as a cutoff. Further comparisons suggested that three or more indicators may be used as a further guide to clinical treatment. Analysis of PHT indicators for secondary Ss were not as conclusive. (CL)

Handbook on Youth Participation in Youth Employment Programs.
National Commission on Resources for Youth, Inc., New York, N.Y.
Pub Date-Jun 82
Note-48p.
Available from-National Commission on Resources for Youth, Inc., 605 Commonwealth Avenue, Boston, MA 02215 ($5.00).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adolescents, Career Education, Case Studies, *Economically Disadvantaged, *Employment Programs, Federal Legislation, Federal Programs, Job Skills, *Participation, Program Descriptions, Program Development, *Program Implementation, Youth, *Youth Programs
Identifiers-Comprehensive Employment and Training Act, *Youth Participation

This handbook provides Comprehensive Employment and Training Act (CETA) prime sponsors and youth program planners with information on planning and implementing youth participation in their employment programs. (Youth participation means projects in which young people assume responsibility for work that meets genuine community needs.) Section 1 explains youth participation and its relevance for youth employment, providing steps prime sponsors can take to foster youth participation in their own programs. Section 2 provides case studies of four CETA programs that exemplify youth participation in terms of four concerns related to reconciling youth participation with CETA regulations, priorities, and concerns: program development, supervision, skill training, and evaluation. Descriptions in more specific detail, of how different projects have dealt with these concerns, follow in section 3. Section 4 focuses on monitoring, evaluating, and assessing and on how young people can be involved in those processes. The final section explains how prime sponsors and project operators can obtain technical assistance from the National Commission on Resources for Youth, Inc. to help them introduce or increase youth participation. (YLB)

ED 223 888 CE 034 460

Projects in Progress FY 1981. A Report for The Coordinating Committee on Research in Vocational Education.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Vocational and Adult Education (ED). Washington, DC. Div. of National Vocational Programs.

Pub Date-Jun 82

Contract-300-78-0032

Note-81p.

Pub Type- Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Abstracts, Adult Education, Annual Reports, *Career Education, Curriculum Development, Delivery Systems, Demonstration Programs, Educational Cooperation, Educational Needs, Educational Planning, Educational Policy, Educational Practices, *Educational Research, *Education Work Relationship, Employment Programs, Job Training, Outcomes of Education, Postsecondary Education, Program Costs, Program Design, Program Development, Program Effectiveness, *Research Projects, Secondary Education, Special Education, Vocational Adjustment, *Vocational Education, Vocational Rehabilitation

Identifiers-Department of Education, Department of Labor, National Center for Education Statistics

This fourth annual compilation contains resumes of ongoing projects in career education, vocational education, and education and work that are funded by contracts and grant awards administered by the following agencies: the U.S. Department of Education's Division of Career Education, Office of Vocational and Adult Education, National Institute of Education, Fund for the Improvement of Postsecondary Education, and Office of Special Education and Rehabilitative Services; the National Center for Education Statistics; and the U.S. Department of Labor. The document consists of three sections. Included in the first section are descriptions of the above-mentioned federal agencies and a list of key personnel. Section 2 consists of 101 project resumes, each of which contains the following: project title, accession number, total project dollars, project officer, project director, organization name and address, organization type, organization location, administering agency, contract/grant number, project number, funding period, fiscal year funding, descriptive note, ERIC descriptors, identifiers, and abstract. Provided next are six indexes arranged according to subject, project director, organization, sponsoring agency, geographic location (state and U.S. Congressional District), and contract or grant number. (MN)

ED 223 989 CS 006 917

Singer, Harry, Ed. Bean, Tom, Ed.

Learning from Text Project for 1981-1982: Conceptualization, Prediction and Intervention. Final Report.

Learning from Text Project, Riverside, CA.
Pub Date-82
Note-138p.; For related document see CS 006 848. Occasional marginal legibility.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Academic Achievement, College Students, *Content Area Reading, Higher Education, Intercollegiate Cooperation, *Learning Theories, Metacognition, Models, Program Descriptions, *Reading Comprehension, Reading Skills
Identifiers-California State University and Colleges, *Learning from Text Project CA, *Prose Learning, University of California

Whereas an earlier report summarized six phases of the Learning from Text Project, including expansion and organization, this final report consists of five parts: (1) explanation of a model for learning from text in a classroom situation, (2) application of the learning from text model to analysis of data for eight California campuses, (3) analysis of task difficulties in learning from text, (4) review of five collateral research projects, and (5) plans and projects for the coming year. Appendixes include reports on the following research projects: the relation of topic familiarity, textual cohesion, and syntax to the ability to read; the effect of manipulative and metacognitive questioning on high school students' learning from expository text; and the effect of diagrammed paragraphs on the comprehension and recall of history text among university students. (HOD)

ED 224 050 CS 207 295

Swain, Bruce M.

The Progressive,'' the Bomb and the Papers. Journalism Monographs Number Seventy-Six.

Association for Education in Journalism and Mass Communication.

Pub Date-May 82

Note-51p.

Available from-Association for Education in Journalism and Mass Communication, College of Journalism, University of South Carolina, Columbia, SC 29208 ($5.00).

Pub Type- Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Censorship, *Court Litigation, *Freedom of Speech, Journalism, Newspapers, News Reporting, *Nuclear Technology, *Periodicals, *Press Opinion

Identifiers-First Amendment, *United States v the Progressive

In the United States v. the 'Progressive','' the United States government took a small left-wing magazine to court to prevent publication of an article on how a hydrogen bomb works. Amidst great controversy over what the article described and what data were secret and what were not, a federal judge granted an injunction against the Progressive.'' The appeal of the injunction was set to be an important First Amendment test, but with similar articles appearing everywhere, the government decided to give up its case. The lack of a clear cut ruling did not please the editors of the Progressive'' or settle the fundamental disputes involved. Initial press coverage of the controversy depended on two distinct, opposing versions of the article, the government's and the Progressive's.'' Some perceptive reporting did cover how the government had obtained the piece in the first place, and the issue of nuclear proliferation was given most careful coverage. Editorial reaction in 14 influential newspapers, including the New York Times,'' Washington Post,'' and Chicago Tribune,'' was not unanimously in favor of the Progressive's'' position. After the injunction, however, most papers moved to the Progressive's'' side, citing concern for the fate of the First Amendment. In all, 40 journalism organizations or publications supported the magazine's appeal. Unfortunately, the lack of a final court decision leaves the press in an uncertain position regarding its First Amendment rights. (JL)

ED 224 160   EA 015 253

Sugarman, Stephen D. And Others

School Sorting and Disclosure: Disclosure to Parents as a School Reform Strategy.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Sep 82
Grant-NIE-G-78-0222
Note-413p.; Portions of chapter 3 will not reproduce due to illegibility of original document.
Pub Type- Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-Classes (Groups of Students), Courses, *Disclosure, Due Process, Educational Opportunities, Educational Policy, Elementary Secondary Education, *Grouping (Instructional Purposes), Parent Participation, Policy Formation, School Choice, *School Policy, State Legislation, *Student Placement, Student Promotion, Student Rights, Teachers, Track System (Education), Transfer Policy
Identifiers-California, *School Sorting

Investigated in this study are the school sorting process (how students are matched with schools, courses, and teachers) and the possible positive effects of mandating that schools disclose how this process occurs. After an introduction, chapters 2 and 3 present findings about the sorting practices in seven California school districts. It was found that most schools do not have mechanisms for informing people about school sorting. Examples of materials schools use to inform parents of other matters mandated by school law are contained in chapter 3. Chapter 4 provides a theoretical basis for school disclosure by investigating information disclosure in general. Chapter 5 lists possible virtues of disclosure, including increased parent take-up'' of the choices open to them, prevention of unfair practices, and greater public satisfaction with education. Chapter 6 investigates possible negative effects of school disclosure, including increased costs, increased work for personnel, professional demoralization, and parent confusion from information overload. Chapter 7 presents a policy analysis of school sorting disclosure. Chapter 8 examines the possibility of a due process right to school sorting disclosure. In chapter 9, a statutory analysis of school sorting and disclosure is undertaken. Conclusions and recommendations presented in chapter 10 include the recommendation that social experiments in school sorting disclosure be undertaken on the state level. (Author/JM)

Kuehnle, Kathryn And Others
Behavioral Measurement of Social Adjustment: What Behaviors? What Setting?
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Report No.-IRLD-RR-82
Pub Date-Jul 82
Contract-300-80-0622
Note-42p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Aggression, *Behavior Patterns, *Behavior Problems, Classroom Observation Techniques, Intermediate Grades, *Sex Differences, Social Development, *Social Status, *Teacher Attitudes

Observations were conducted to identify student behaviors that relate to students' functioning, defined first as social status within the group, and second as behavior problems perceived by the teacher. Fifty-four fifth grade boys and girls, from seven classrooms that were organized into two units, were observed over a 10-week period during both informal and formal school periods. The results indicated that both sex and setting contributed to the strength of the relationship between student behavior and both measures of social functioning. Peer approaches were related consistently to social status in one setting for both boys and girls, but only for girls in the other setting. While problem behaviors related to teacher ratings of girls in one setting, aggression was the predictor of teacher ratings of boys in the same setting. The implications of the results for monitoring a student's social growth within classrooms are discussed. (Author)

Portuondo, Alicia M.

Foreign Languages and the Business World: A Close Partnership.

Pub Date-82
Note-14p.; Paper presented at the Eastern Michigan University Conference on Spanish for Bilingual Careers in Business (Ypsilanti, MI, March 18-20, 1982).
Available from-Not available separately; see FL 013 333.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Bilingualism, *Business Communication, Business Skills, *College Curriculum, *College Second Language Programs, Employment Qualifications, French, German, Higher Education, International Studies, *Languages for Special Purposes, Second Languages, Spanish
Identifiers-Monmouth College NJ

The role of foreign languages in the liberal arts colleges and of business training in the foreign language curriculum is examined. In recent years, student interests in foreign languages have shifted from the traditional focus on literary scholarship to practical applications and communication. International studies are also necessary in preparing students for business. Business and foreign language courses presented under an international studies framework should be an essential part of the college curriculum. The increasing importance of international trade and multinational corporations results in a need for personnel capable of working in several languages and cultures. Bilingual individuals are needed in both business and government. Languages in high demand in business include French, Spanish, and German. Japanese business provides an example of how learning foreign languages and cultures enhances success in international commerce. Monmouth College in New Jersey has developed courses in business French, German, and Spanish along with culture and civilization courses as part of a degree program in foreign language and business. (RW)

ED 223 811 CE 034 269

Gaertner, Karen N.

Work Attitudes, Non-Work Situation, and Employment Status of Nurses.

Case Western Reserve Univ., Cleveland, Ohio. School of Management.

Report No.-HSMC-WP-02; WSOM-WP-82-011

Pub Date-Jun 82

Note-28p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September 6-10, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Children, Employed Parents, Employed Women, *Employment Level, *Employment Patterns, *Family Role, *Job Satisfaction, Marital Status, Mothers, *Nurses, *Role Conflict, *Work Attitudes

Identifiers-Life Cycles

The employment status of nurses was examined in the context of a role-conflict/job-satisfaction model. Data were analyzed from questionnaires from 4,191 nurses currently employed in hospitals or not employed at all. The sample was from a major metropolitan area in the Midwest. The most satisfying aspects of nursing work were shown to be working with other nurses and with patients. Nurses were least satisfied with personal child care availability and chances for advancement. Older nurses tended to be more satisfied with many aspects of work. Nurses with children under the age of 13 at home related more dissatisfaction with working conditions. Life-cycle variables were strongly related to nurse-employment status. One characteristic of work, hours and schedules, was related negatively to employment status, perhaps pushing nurses out of hospital employment, while the nursing work itself tended to be the strongest positive correlate of hospital employment. The extent to which nurses had other competing role obligations (spouses and/or young children) affected work satisfaction and employment status. Data supported the notion that role conflict contributed more heavily than other factors to nurse attrition. (YLB)

ED 223 850 CE 034 395

Hall, John C. And Others

The Out-of-State Placement of Children: North Central State Profiles. Major Issues in Juvenile Justice Information and Training.

Academy for Contemporary Problems, Columbus, Ohio.

Spons Agency-National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.

Report No.-NCJ-80817

Pub Date-82

Grant-78-JN-AX-0038

Note-304p.; For related documents see CE 034 347-348 and CE 034 396-402.

Pub Type- Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC13 Plus Postage.

Descriptors-Adolescents, *Agency Role, Children, Child Welfare, Delinquency, *Delinquent Rehabilitation, Foster Children, Laws, Legal Responsibility, *Placement, Public Policy, State Action, *State Agencies, State Legislation, State Officials, State Programs, States Powers, State Standards, State Surveys, Statewide Planning

Identifiers-*Out of State Placement of Children, *United States (North Central)

This document, 1 in a series of 10, presents state profiles of the results of a systematic examination of child care agencies and their involvement with out-of-state residential care for children. This volume contains profiles of the North Central states of Illinois, Indiana, Iowa, Michigan, Minnesota, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. Each state profile contains five sections. The first two sections identify the officials in state government who facilitated the completion of the study and describe the general methodology used to collect the information presented. The third section offers a basic description of the organization of youth services as they relate to out-of-state placement policies. The fourth section offers annotated tables about that state's out-of-state placement practices. The discussion of the survey results includes: (1) the number of children placed in out-of-state residential settings; (2) the out-of-state placement practices of local agencies; (3) detailed data from agencies that placed five or more children; (4) use of interstate compacts by state and local agencies; (5) the out-of-state placement practices of state agencies; and (6) state agencies' knowledge of out-of-state placement. The final section presents observations and conclusions about state and local out-of-state placement practices that were gleaned from the data. (Data reported are for 1978.) (KC)

ED 223 907 CE 034 617

Hill, Pamela

Fuel System. Teacher's Guide. Small Engine Repair Series. First Edition.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date-82

Note-107p.; For related documents, see ED 222 717, ED 221 760-767, and CE 034 618-621.

Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Audiovisual Aids, Auto Mechanics, Behavioral Objectives, Course Content, *Disabilities, Educational Resources, *Engines, Guidelines, Learning Activities, Learning Disabilities, Mainstreaming, Mechanics (Process), Motor Vehicles, Power Technology, Secondary Education, *Special Education, *Teaching Methods, Technical Education, Transparencies, Units of Study, Vocabulary, Vocational Education

Identifiers-*Automotive Fuel Systems, Carburetors, *Small Engine Mechanics

This teacher's guide, part of a small-engine repair series on restoring fuel systems, is designed for use with special needs students in Texas. In the guide, prerequisite skills are identified to give teachers the option of addressing these skills before or during the presentation of the fuel-system lessons. Objectives are arranged so that they may help the teachers develop individual instructional plans. The guide contains a list of vocabulary terms for fuel-system units, 27 transparency masters showing how to perform the various procedures in fuel-system services, answers to review material contained in student manuals, an evaluation model, narratives for 3 audiovisual presentations, and references. The teacher's guide also contains an overview of the fuel-system instructional materials and suggestions for using the materials. (KC)

ED 224 010 CS 207 039

McDonald, Daniel G.

Clarifying Media Dependency Relationships through Structural Equation and Measurement Models.

Pub Date-Jul 82

Note-43p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982). Best copy available.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults, Information Sources, *Mass Media, *Measurement Techniques, *Media Research, Research Methodology, *Research Problems, *Use Studies

Identifiers-*Media Use

A study was conducted to clarify some of the ambiguous findings reported in the media dependency literature. Specifically, it sought to establish whether relationships between use of the media and surveillance gratifications obtained from that use were affected by an individual's medium of primary reliance or whether these relationships might be exhibited without regard to the medium most often used. Approximately 600 adults were contacted by telephone and questioned about their mass media use, political orientation, and demographic characteristics. Data were analyzed by means of the LISREL procedure, which posits true'' or latent'' variables that are unmeasureable except through their indicators. The findings revealed that the medium of primary reliance did make a difference in the relationships between use of the media and surveillance gratifications. It should be noted, however, that this finding is possibly due to a reason unsuspected in previous research failure in the validity of the questions as indicators of constructs regarding use of the media. (FL)

ED 224 070 CS 504 051

Keefe, Carolyn

The Ethical Decision Points for the Teacher in Relation to Student Perceptions of Unethical Teacher Behaviors.

Pub Date-Nov 82
Note-21p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Communication, *Communication Research, *Ethics, Higher Education, *Student Attitudes, *Student Evaluation of Teacher Performance, Student Problems, Student Teacher Relationship, *Teacher Behavior

A study was conducted to identify teacher behaviors that college students deem unethical, measure the strength of student attitudes toward the 20 most frequently mentioned behaviors, and measure the degree to which the students have personally found the 20 behaviors to be problems. The first part of the study elicited examples of unethical teacher behavior from 65 students in three communication courses. The 20 most frequently mentioned behaviors were used to construct a questionnaire administered to 155 students at the same college in the summer of 1982. The behaviors that were most unethical and that created the most problems were showing lack of care about students and their concerns; showing favoritism in grading; giving students an unreasonable amount of work; and showing prejudice against students because of race, sex, religion, attire, or major. Least unethical and causing the fewest problems were presenting material with little or no relationship to the course, adding unannounced assignments during the semester, using offensive language in class, and giving unannounced quizzes. (The actual research instrument is included in the text.) (JL)

ED 224 110 EA 015 195

Delon, Floyd G.

Why Will Students Take You to Court?

Pub Date-30 Mar 82

Note-21p.; Paper presented at the Annual Meeting of the North Central Association (Chicago, IL, March 30, 1982).

Pub Type- Speeches/Meeting Papers (150) - Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrators, Athletics, *Court Litigation, Disabilities, Elementary Secondary Education, Freedom of Speech, Graduation Requirements, Injuries, School Desegregation, Search and Seizure, Sex Discrimination, State Church Separation, *Student Rights, *Students

Directed at school officials, this paper describes selected civil cases filed against schools since 1976. Cases concerning handicapped students constitute most of such cases; those cited deal with discipline (S-1 v. Turlington) and appropriate residential placement (Hine v. Pitt County Board of Education) of a handicapped child. Discipline cases are also numerous, especially regarding student search (M. M. v. Ander) and corporal punishment (Hall v. Tawney). Sex discrimination in school sports is a frequent charge (O'Conner v. Board of Education). The equal protection case cited deals with school segregation (Adams v. United States). Religion and schools is a hot issue (Widmar v. Vincent; Brandon v. Board of Education). One case (Thomas v. Board of Education) deals with off-campus school publications. Another First Amendment case (Fricke v. Lynch) deals with the right of association. Book banning is at issue in a case to go before the Supreme Court (Pico v. Board of Education). Graduation requirements were challenged by a Missouri case (State ex. rel. Miller v. McLeod). Finally, violence between students formed the basis of another case (Gammon v. Edwardsville Community School District). The paper ends with brief recommendations for avoiding suits. (Author/JM)

ED 224 126 EA 015 212

Teamwork: The Board and Superintendent in Action. Keys to School Boardsmanship. A Program of Continuing Education for School Board Members.

Montana School Boards Association, Helena.; National School Boards Association, Washington, D.C.; Northwest Regional Educational Lab., Portland, Oreg.; Washington State School Directors Association, Olympia.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-82

Contract-400-80-0105

Note-85p.; Cartoons may not reproduce due to small print of original document. For related documents, see EA 015 201-211. Also contributing to the development of this document were the Idaho School Boards Association, the Oregon School Boards Association, and the Association of Alaska School Boards.

Available from-Publications National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, DC 20007.

Pub Type- Guides - General (050) - Non-Print Media (100)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Role, *Board Administrator Relationship, *Board of Education Role, Boards of Education, Educational Administration, Elementary Secondary Education, Leaders Guides, *Management Development, Management Teams, Program Administration, Program Development, Program Evaluation, Program Implementation, *Superintendents, *Teamwork, *Workshops

Identifiers-*Board of Education Members

The materials in this manual are designed to help workshop leaders prepare for and present a workshop for school board members on developing an effective relationship between school boards and their district superintendents. The first half of the workshop aims at clarifying the nature of teamwork, and the second half seeks to provide board members and superintendents with the skills necessary to discuss and come to full agreement on their relationship, their expectations, and their roles in the governance of the district. The manual consists of six sections: an introduction; three sections on planning, presenting, and evaluating the workshop; a selection of resource materials; and a booklet for workshop participants. The discussion of planning covers the focus and scope of the workshop, familiarization with relevant materials, and grouping of participants. The presentation section includes sequential descriptions of workshop activities, leader focuses for each activity, and instructions for conducting the activities. The resource materials provided include papers on teamwork, improved relations between boards and superintendents, and the four central functions of school boards, as well as masters from which transparencies can be reproduced for projection at the workshop sessions. (Author/PGD)

ED 224 143 EA 015 232

Bardach, Eugene

Educational Paperwork.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-IFG-PR-82-A5
Pub Date-Feb 82
Grant-OB-NIE-G-80-0111
Note-39p.; Prepared for the IFG Seminar on Law and Education (July, 1981).
Available from-Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 ($1.00).
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Accountability, *Data Collection, Elementary Secondary Education, Information Needs, Paper (Material), Postsecondary Education, *Recordkeeping, *Records (Forms)
Identifiers-*Paperwork

The purposes of educational paperwork, the reasons it may be excessive, and suggestions for mitigating excessive paperwork are presented in this document. According to the author, educational paperwork has four purposes: as a substitute for onsite inspection, as a pseudo-contract'' to encourage compliance, as a due process and participation mechanism, and as a consciousness-raising device. Educational paperwork may be burdensome or excessive, he says, when, like much regulatory paperwork, it imposes standardization on highly varied problems, when demands for accountability are extended to inappropriate situations, or when documentation is used to attempt to forestall deception. Six paperwork mitigation procedures are suggested, including (1) central oversight and clearance of data collection, within the agency seeking data; (2) redistribution of paperwork to specialized personnel; (3) reduction of excessive standards of accuracy or comprehensiveness; (4) filtering of junk'' memos, notices, and other paperwork; (5) better conceptualization of the usefulness of the data; and (6) substitution of more efficient means of carrying out paperwork's ritual'' functions (such as the wielding of power). (Author/RW)

ED 224 178 EA 015 388

Greenfield, William D., Jr.

Research on Public School Principals: A Review and Recommendations.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-82
Contract-P-81-0208
Note-124p.; Prepared for the national conference on the principalship, convened by the National Institute of Education (October 20-22, 1982).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Administrative Problems, *Administrator Attitudes, *Administrator Characteristics, *Administrator Role, Administrator Selection, *Behavior, Elementary Secondary Education, *Principals, Research Methodology, Research Needs

Principals' behaviors and the reasons for and consequences of their behavior are the focuses of this review of major published empirical research on public school principals. Appended to the paper is a 70-page bibliography of doctoral dissertations, conference papers, and other writings on the principalship that were not reviewed. The author first discusses the different images of the principal that guide research and the various research methods used. After reviewing early principalship studies of the 1950's and 1960's, he examines the variables studied and not studied in the areas of principal characteristics, such as demographic and personality traits; principals' problems, including time use and relations with people and groups; and principals' perspectives or point of view, involving the problem- and management-oriented, face-to-face nature of the job. Ten neglected avenues for principalship research are identified, including school characteristics, private schools, managerial roles, external school environments, and job socialization. The paper's last sections suggest future research directions and discuss the literature's implications for principal training and selection. The appended bibliography of principalship research covers 10 topical areas, among which are multivariate studies and studies of principal effectiveness, characteristics, roles, and selection. (RW)

ED 224 279 FL 013 108

Cripwell, Kenneth, Ed. Geddes, Marion, Ed.

Microteaching and EFL Teacher Training. A Report of a Workshop. Working Documents 1.

London Univ. (England). Inst. of Education.

Pub Date- 79

Note-65p.; There is some broken type. Workshop held at London Institute of Education (December 14-15, 1978). For related documents, see FL 013 109-111.

Available from-Institute of Education, University of London, 20 Bedford Way, London WC1H 0AL, England (One pound).

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*English (Second Language), Higher Education, Inservice Teacher Education, Language Teachers, *Microteaching, *Second Language Instruction, Student Teachers, Teacher Education, Teaching Methods

A workshop on microteaching and foreign language teacher training was held at the London Institute of Education in December, 1978. The papers presented in this volume are the papers that were prepared for this workshop as well as one paper that was commissioned during the workshop. The contributions are as follows: (1)   Microteaching and Foreign Language Teacher Training,'' by Marion Geddes; (2)   A Seven-day Microteaching Programme for EFL Teachers,'' by Christopher Brumfit; and (3)   Microteaching in the Training of Teachers of English as a Second or Foreign Language,'' by Kenneth Cripwell. (AMH)

ED 223 949 CG 016 358

Moore, Charlotte Dickinson, Ed.

Adolescence and Stress. Report of an NIMH Conference on Research Directions for Understanding Stress Reactions in Adolescence (Rockville, Maryland, September 15-17, 1980).

National Inst. of Mental Health (DHHS), Rockville, Md. Div. of Scientific and Public Information.

Report No.-DHHS-ADM-81-1098

Pub Date-81

Note-155p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

Pub Type- Collected Works - Proceedings (021) - Information Analyses (070) - Reports - Research (143)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Adjustment (to Environment), *Adolescent Development, *Adolescents, *Coping, *Developmental Tasks, Longitudinal Studies, Parent Child Relationship, Peer Relationship, Personality Development, Secondary Education, State of the Art Reviews, *Stress Variables, Student School Relationship

This volume, a report of a National Institute of Mental Health Conference, presents a synopsis of the informal presentations and discussions along with a summary narrative and quotations from each of the three sessions. The first section of the book deals with adolescent personality, socioemotional, biological, and cognitive development. The second section focuses on the relationship of the adolescent with his/her family, peers, and school. The third section provides a roundtable discussion devoted to current research and conceptualization on stress responsivity. The report closes with a review of two longitudinal research programs dealing with ego resilience in children and adolescents. A references section and list of conference participants are appended. (JAC)

ED 223 970 CS 006 880

Marsicano, Hazel E.

Relationships between Kindergarten Children's Performance on Selected Piagetian Tasks, Berko's Test of Morphology, and Free Word Associations.

Pub Date-Feb 82

Note-28p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (West Palm Beach, FL, February 10-13, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Associative Learning, *Child Development, Cognitive Development, Grammar, *Kindergarten Children, *Language Acquisition, Linguistic Performance, *Morphology (Languages), Primary Education, Psycholinguistics, *Reading Research, Visual Discrimination

Identifiers-Berko Test of Morphology, *Piagetian Theory

The research literature suggests that the processes involved in language and cognitive development are similar in nature, especially during the early years. Both require some method for assimilation and accommodation of incoming stimuli, both appear to be continuous and hierarchical in nature, and both require the development and refinement of a rather complex system for storage, retrieval, and future usage. Therefore, a study was conducted to examine the relationships found among kindergarten children's performance on selected Piagetian tasks of seriation, classification, and conservation; application of rules of grammar as measured by Berko's Test of Morphology''; and types of responses to a free word association task. Subjects included 15 kindergarten boys and 15 kindergarten girls. Each subject was administered all of the tasks over a 2-week period. Since memory was not being tested, questions and words were repeated as the child required. Results of the morphology test were assigned scores according to percentages of correct responses. Responses to the selected Piagetian tasks were scored categorically as correct or not. The free word association tasks were scored categorically according to the number of paradigmatic responses above or below the median. Results indicate a

significant positive relationship between the subjects' performance on the Piagetian tasks and the test of morphology. A significant positive relationship was also found between subjects' performance on the Piagetian tasks and their paradigmatic or higher order responses on the free word association tasks. (HOD)

ED 224 030 CS 207 272

Hovey, Sheryl

Functional Illiteracy.

Freedom of Information Center, Columbia, Mo.

Report No.-FOI-466

Pub Date-Nov 82

Note-9p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Literacy, Adults, Educationally Disadvantaged, *Functional Literacy, *Illiteracy, *Literacy Education, Reading Difficulties, Reading Programs, Socioeconomic Influences

Statistics indicating that the problem of illiteracy is lessening mask a greater problem that of functional illiteracy. Functional illiterates may have some reading and writing skills but are not able to apply them as functioning members of society. A 1975 study using the most sophisticated instrument that had ever been used to determine illiteracy in the United States adult population indicated that 16% of white, 44% of black, and 56% of Spanish-speaking adults in the United States were unable to write a check, address an envelope, or calculate the amount of change they should receive from a purchase with a 20-dollar bill. Parents and students blame the educational system for this failure while educators blame the students themselves. Researchers contend that children are watching too much television and not reading enough. The cost of functional illiteracy to the national economy in decreased productivity and in social welfare expenses is estimated at six billion dollars a year, but it is difficult to determine how many aspects of economic life are linked, directly or indirectly, to functional illiteracy. A number of federal and state funded programs such as Title I and Right to Read have been initiated along with basic adult education and literacy training by employers. In addition, private organizations are working to stem the tide of functional illiteracy in the United States. (HTH)

ED 224 091 EA 015 163

Bolstering New York State's Human Services . . . Any Volunteers? A Report on Promoting Volunteerism.

New York State Senate Research Service, Albany.

Pub Date-Oct 82

Note-134p.; Prepared by the Task Force on Critical Problems.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Change Strategies, *Citizen Participation, Citizen Role, Economic Change, Economics, Incentives, Public Policy, State Action, State Government, State Legislation, *State Programs, State Surveys, *Volunteers

Identifiers-New Federalism, *New York

The threatened loss of more than $4.5 billion in federal funds over the next 2 years leaves New York State with three options: to increase state taxes drastically, an action that could jeopardize the state's recent emergence from severe economic crisis; to curtail state services significantly; or to devise a creative new strategy including an expanded reliance on volunteers. This report by a state senate-appointed task force provides background information on the current economic conditions in the state and the potential effects of the federal cutbacks, and describes the possibilities inherent in volunteerism. The current status of volunteerism, the roles played by individuals and corporations in the voluntary sector, and the potential for expanding the use of volunteers are detailed. A survey of local voluntary agencies to obtain suggestions and proposals for actions to encourage increased volunteerism is described, as is a survey of the volunteer offices established by other states' governments. Five proposals specifically recommended by the task force involve creating a state office of voluntary citizen participation, providing income tax deductions for volunteer service and mileage, extending deductions for charitable contributions, publicizing existing benefits for volunteers, and further promoting of volunteerism. (Author/PGD)

ED 224 221 EC 150 604

Tobias, Sigmund And Others

Special Education Referrals: Failure to Replicate Student-Teacher Ethnicity Interaction.

Pub Date-Aug 82

Note-10p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 23-27, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Blacks, *Disabilities, *Ethnic Groups, Hispanic Americans, Racial Differences, *Referral, *Sex Differences, Student Placement, *Teacher Attitudes, *Teacher Characteristics

To investigate the influence of student sex, ethnicity and teacher sex, ethnicity, and teaching level on referrals to special education, 320 teachers responded to a case history by completing 11 Likert-type questions. Results showed that recommendations were influenced by teacher ethnicity and teaching level, but not by student sex or race. Also, teacher ethnicity and student sex showed significant interaction. Black and white teachers recommended more males, while Hispanics more females for special education. Findings failed to replicate earlier results showing interaction between teacher and student race with teachers recommending fewer students of their own background for special education. (Author/CL)

ED 224 240 EC 150 624

Quisenberry, Nancy L. And Others

Bibliography of Special Education Materials. Reports of the Deans' Grants: 7.

Southern Illinois Univ., Carbondale.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date-80

Contract-SED-7901158

Note-64p.; For related documents, see EC 150 621-626.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Art, Consumer Education, *Disabilities, Elementary Secondary Education, English Instruction, Grammar, Health Education, History, *Instructional Materials, Language Acquisition, *Mainstreaming, Mathematics, Motor Development, Perceptual Motor Coordination, Reading, Sciences, Social Development, Social Studies, *Special Education, Spelling, Vocabulary

Identifiers-Deans Grants Program

The bibliography lists information on approximately 200 special education materials that may be used by regular teachers (K-12) in mainstreamed settings. Materials are organized according to 15 topic areas: language development, reading, grammar and English, spelling and vocabulary, mathematics, social studies and history, science, health education, career education, consumer education, Spanish, motor development, art, perceptual skill development, and social development. Each entry includes the name of material along with information on grade level, skill area, components, and commercial publishers. A listing of resources for special education materials is followed by a listing of publishers' addresses. (CL)

ED 223 773 CE 032 340

Vega, Anthony

Community Services Counseling through Labor Unions.

Pub Date- 82

Note-9p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Counseling, Adults, *Community Services, *Counseling Services, *Employees, *Social Services, Union Members, *Unions

A community services counseling project was provided through a program for assisting unemployed union and non-union workers. At least 25 local unions in Middlesex County, New Jersey, participated in the effort. Thirty unemployed workers were screened and given an intensive training course in personal skills development, the role of the union counselor, labor history, structure and government of labor unions, human relations skills, fact-finding skills, organizational skills, and the social-service agency network. At the end of the training, those who completed the program were assigned to be counselors at 27 unions representing approximately 30,000 members. Their major duties were to listen to the problems of workers, to direct them to the appropriate social agency, and, in some cases, to act as liaisons. Counselors came to be well accepted and were instrumental in the development of community services committees that continued in the plants after the project ended without further funding required. (YLB)

ED 223 831 CE 034 363

The New Nutrition: Student's Guide.

Texas Tech Univ., Lubbock. Home Economics Instructional Materials Center.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date-Jun 82

Note-139p.; For related document, see ED 222 660.

Available from-Home Economics Instructional Materials Center, Texas Tech University, Box 4067, Lubbock, TX 79409.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Dietetics, Drinking, Food, Health Education, Home Economics, Learning Activities, *Nutrition, *Nutrition Instruction, Obesity, Secondary Education

Identifiers-*Menu Planning

This student guide on nutrition contains activities categorized according to the seven dietary guidelines for Americans developed by the United States Department of Health and Human Services and Department of Agriculture. The seven goals for which activities are provided are (1) to eat a variety of foods (daily nutrition guide, nutrients, digestion, recommended dietary allowances, milk and milk products, meat and legumes, vegetables and fruits, bread and cereal), (2) to maintain ideal weight (nutrition and health, development of eating habits, personalizing nutrition, weight control, meal planning, snacking), (3) to avoid too much fat, (4) to eat foods with adequate starch and fiber, (5) to avoid too much sugar, (6) to avoid too much sodium, and (7) if one chooses to drink alcoholic beverages, to do so in moderation. These types of materials and activities are included: word scrambles, evaluation of personal eating habits, creation of food fact sheets, fill-in-the-blank worksheets, charts, crossword puzzles, short answer questions, multiple choice questionnaires, cooking instructions, true or false tests, menu planning, reading labels, and experiments. (YLB)

ED 223 929 CG 016 337

Pinton, Giorgio A.

Multiple Role's Recognition of the Educator of Socially Isolated Persons.

Pub Date-82

Note-10p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Correctional Education, Correctional Institutions, Institutionalized Persons, *Prisoners, Role Models, *Role Perception, State of the Art Reviews, Student Attitudes, Teacher Effectiveness, Teacher Influence, *Teacher Role

A search for a profile of the educator in correctional settings, for purposes of training, management, or definition of responsibilities yields very little information. Socially isolated individuals (prisoners) may perceive teachers in many different roles. Observing the interactions of prisoners and educators in adult detention facilities can provide information about the role, the responsibilities, and the desired personality traits of the correctional educator. Such observations have shown that a majority of socially isolated persons perceive educators as socratic types who are up on a pedestal. Others perceive them as custodians, radical-peers, paternalistic friends, guidance counselors, or as filling the father-brother role, usually the most successful teaching role in a penal setting. These educator types point out the multiplicity of roles and functions required of correctional educators. Some perform all of these roles, others rarely change roles and are unable to empathize with the problems and needs of institutionalized students. Socially isolated adults learn better and faster when they can perceive their teachers not only as teachers (socratic), but as father, brother, guide, counselor, friend, role model, and confidant. (PAS)

ED 223 990 CS 006 919

Jones, Beau Fly

Maximizing Reading Achievement for Low Achieving Students: An Argument for Learning Strategies and Mastery Learning Instruction.

Pub Date-Feb 82
Note-40p.; Paper presented at the Annual Meeting of the California Reading Association (15th, Anaheim, CA, November 5-7, 1981).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Aptitude, Curriculum Development, Inner City, Learning Processes, *Low Achievement, *Mastery Learning, *Reading Achievement, Reading Difficulties, *Reading Instruction, Reading Programs, Secondary Education, Self Concept, *Skill Development, *Teaching Methods, Urban Education

Reading improvement programs that have focused on additional staff for teaching, tutoring, and counseling; prescriptive, self-paced learning methods; unstructured open-education strategies; and intensive reading have often been successful in small towns and middle sized cities, but none has made a major impact on the reading achievement of adolescents in large city schools. Studies have indicated that while these students do not develop effective reading and learning strategies without explicit training, existing reading instructional methods in the content areas do not provide this type of training. After repeated failures, low achieving students and their teachers develop low expectations that further inhibit learning and achievement. These students need effective comprehension instruction and appropriate learning conditions in order to achieve. There is increasing evidence that mastery learning instructional and testing procedures facilitate reading achievement on both criterion-referenced and norm-referenced tests. There is reason to believe, also, that mastery learning techniques can substantially alter the expectations of students and teachers. A number of mastery learning and learning strategy programs are now in use in large city schools throughout the United States, and other schools are beginning to develop similar materials. (FL)

ED 224 199 EC 150 381

Fuchs, Douglas And Others

Examiner Familiarity and the Relation between Qualitative and Quantitative Indices of Expressive Language.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No.-IRLD-RR-83

Pub Date-Jul 82

Contract-300-80-0622

Note-31p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Examiners, *Expressive Language, Language Acquisition, *Language Fluency, *Language Handicaps, Preschool Education, Semantics, *Speech Handicaps, Syntax, Testing, Test Validity

A previous investigation demonstrated that 34 speech- and/or language-impaired preschoolers were more fluent on an expressive language task when tested by familiar examiners than when tested by unfamiliar examiners. Post-hoc analyses were conducted in this study to determine (1) whether subjects' expressive language also was semantically and syntactically more complex in the familiar examiner condition, and (2) whether the quality of spoken language was related to fluency. Employing a multi-categorical scale consisting of salient syntactic characteristics and semantic relations, two experienced speech clinicians scored identical and complete records of Ss' expressive language performance. Results indicated that Ss demonstrated significantly richer descriptive language, as well as greater fluency, in the familiar examiner condition. Also, evidence was found for the concurrent validity of a simple fluency measure (i.e., number of non-repetitive words) with respect to more elaborate indices of the quality of language. (Author)

ED 224 261 EC 150 648

Agard, Judith A. Barry, Sharon L.

Stepping Stones to Parent Notification: A Handbook for Schools.

Abt Associates, Inc., Washington, DC.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date-Mar 81
Contract-300-78-0558
Note-166p.; For related document, see EC 150 649.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Administrative Policy, *Disabilities, *Due Process, Elementary Secondary Education, *Federal Legislation, *Interpersonal Communication, *Parent School Relationship, Parent Teacher Conferences, Program Development, Records (Forms), Special Education
Identifiers-*Education for All Handicapped Children Act, Rehabilitation Act 1973 (Section 504)

Intended for state and local school personnel, the handbook is designed to assist in developing notification procedures that comply with the procedural safeguards requirements of special education law and in meeting the informational needs of parents. Chapter 1 provides an overview of the due process provisions of P.L. 94-142 (the Education for All Handicapped Children Act) and Section 504 of the Rehabilitation Act of 1973. Chapter 2 deals with written notification by outlining the major occasions when written notice and consent are legally required with examples of notice and consent procedures for preplacement evaluation and initial placement after introducing issues in interpersonal communication, Chapter 3 focuses on interpersonal communication at the evaluation, Individual Education Program development, and placement stages. A final chapter reviews and summarizes notification principles applicable at each of seven stages in the special education planning process. A case study illustrates one family's journey through the special education planning process. Within each chapter, content is organized to lead from the presentation of general principles to the practical application of the principles. Chapters also contain descriptions of workshop activities, sample checklist, and notice forms. There is also an abstract bibliography of about 20 references originally published between 1975 and 1980. The approximately 60 state and local school systems who participated in the handbook's development are listed. (Author/SW)

ED 224 280 FL 013 109

Geddes, Marion

Microteaching and Foreign Language Teacher Training.

Pub Date- 79

Note-30p.; In: Microteaching and EFL Teacher Training. A Report of a Workshop. Working Documents 1.

Available from-Not available separately; see FL 013 108.

Pub Type- Information Analyses (070) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Higher Education, *Language Teachers, *Microteaching, *Second Language Instruction, Student Teachers, Teacher Education, *Teaching Skills

Microteaching has developed since its inception at Stanford University in 1963. Basically it consists of a simplification of the teaching situation and the provision of feedback. The model, first applied to foreign language (FL) teaching by Robert Politzer, involves a definition of skills relevant to FL teaching and the preparation of performance criteria. A survey of the literature shows that it has been used for practicing and discussing a wide range of behaviors and that at least five other models have emerged. Among these models are the following: (1) classical skills-analysis microteaching; (2) problem-centered microteaching in which skills analysis is arrived at during feedback; (3) exploratory microteaching, a loosely structured type; (4) demonstration microteaching, a variation on the first model; and (5) non-participant microteaching, that is the viewing of videotapes. A review of case studies and research studies in areas other than FL teaching yields insights on use of the technique in FL teacher training, particulally with regard to behavior analysis, modelling, the advantages and disadvantages of using peers or real pupils, the tutor's presence during the microlesson, feedback, the reteach lesson, student attitudes, and alternative techniques. Generally it seems that microteaching is valuable for FL teacher training; however there are still many issues requiring investigation. A four-page bibliography is attached. (AMH)

ED 223 792 CE 034 000

Welding.

Lehigh County Area Vocational-Technical School, Schnecksville, Pa.
Pub Date- 82
Note-124p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Behavioral Objectives, Careers, Course Descriptions, Course Objectives, Curriculum Guides, *Job Skills, *Occupational Information, Occupations, Secondary Education, *Trade and Industrial Education, *Welding
Identifiers-Open Entry Open Exit

This curriculum guide provides materials for a 12-unit secondary course in welding. Purpose stated for the flexible entry and exit course is to help students master manipulative skills to develop successful welding techniques and to gain an understanding of the specialized tools and equipment used in the welding field. Units cover oxyacetylene welding and cutting; shielded arc welding; gas tungsten-arc welding; gas metal-arc welding; flux-cored arc welding; welding shop general equipment and tools; special welding and cutting processes; inspecting, testing welds, procedures, and welder qualifications; production of metals, metal properties, and identification; blueprint reading skills and tasks; applied mathematics; and supervision, training, and estimating. Materials include a course outline with analysis of all tasks to be learned, statement of course philosophy, list of course objectives, listing of personal-social traits essential for the skilled welder, course description, and Dictionary of Occupational Title (DOT) information, including a list of entry-level jobs in welding, a list of possible jobs with additional training, and job descriptions. Over one-half of the guide consists of instructional task identification for welding in a chart format that correlates welding tasks with 10 DOT job classifications in the welding cluster. (YLB)

ED 223 812 CE 034 272

Gisi, Lynn Grover Forbes, Roy H.

The Information Society: Are High School Graduates Ready?

Education Commission of the States, Denver, Colo.

Pub Date-Sep 82

Note-80p.

Available from-Education Commission of the States, Distribution Center, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($3.00).

Pub Type- Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academic Achievement, Adolescents, Economic Development, Economic Progress, Educational Attainment, Educational Research, Education Work Relationship, *Employment Potential, *Employment Projections, Knowledge Level, Labor Force Development, *Labor Needs, National Surveys, *Relevance (Education), Secondary Education, *Secondary School Students, Skills, Student Attitudes, Student Needs, Technological Advancement

Identifiers-National Assessment of Educational Progress

This report examines findings of the National Assessment of Educational Progress, which describes the educational attainments of today's youth, in combination with economic trends and future projections to reveal the shortcomings of students nationwide. The report begins with a description of three major economic trends within the United States: the displacement of goods by services, factors related to the growth in productivity, and the increase in foreign competition. Future employment projections are then presented that provide evidence of changing labor-force skills. National assessment results for 17-year-old students with both high- and low-level skills in reading, writing, mathematics, and science follow. Implications of these conclusions are then discussed: the 10 percent of students who are unable to perform basic skills represent hundreds of thousands of people and the percentage of students who achieve higher order skills is declining. The final two sections of the report explore problems confronting educators (changing definitions and diverse needs of students, educational responsibilities and relevance, curriculum and skills, institutional instructional technology, teacher shortages and training, accreditation issues, and joint education-industry responsibility and finance) and some actions currently proposed. Sample exercises from the National Assessment are appended. (YLB)

ED 223 869 CE 034 431

Hougland, James G., Jr. And Others

The Impact of Job Training on Occupational Mobility: The Experiences of Former CETA Participants.

Kentucky Univ., Lexington.

Pub Date-Sep 82

Note-30p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September 6-10, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, Adults, *Employment Level, Employment Programs, Federal Legislation, *Federal Programs, *Job Training, *Occupational Mobility, On the Job Training, Program Effectiveness, Vocational Education, *Wages, Work Experience Programs

Identifiers-*Comprehensive Employment and Training Act, *Impact

Changes in occupational status and income were examined among former participants in the Comprehensive Employment and Training Act (CETA) programs that had an educational focus and the purpose of providing short-term employment. Telephone interviews were conducted with 62 percent of individuals who terminated from CETA programs in a selected state during the third quarter of FY1981. Data, primarily demographic, were also obtained from agency data systems. CETA participation appeared to lead to marked decreases in unemployment and to modest economic gains. The socioeconomic status of former participants' occupations did not appear to be affected by CETA participation, but some movement into the primary'' or core'' industrial sectors did occur. These positive results were likely to be associated with work experience and on-the-job training programs. Formal education and prior occupational history were shown to be rather unimportant influences either before or after CETA program participation. (A bibliography, six tables, and two figures are appended.) (YLB)

ED 223 889 CE 034 464

The Electronic and Computer Technician Vocational Education Incentive Grants Act. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, Second Session (San Francisco, CA) on H.R. 5820.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-16 Apr 82

Note-80p.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Computer Science, *Computer Science Education, Educational Legislation, *Electronics, Electronic Technicians, Federal Aid, *Federal Legislation, Hearings, *Incentive Grants, Postsecondary Education, *Program Development, Secondary Education, Technical Education, Vocational Education

Identifiers-Congress 97th, *Vocational Education Act 1963

This report documents a hearing to amend the Vocational Education Act of 1963 to make incentive grants to the states for electronic and computer technician vocational education programs. The discucssion focused on the Electronic and Computer Technician Education Incentive Grants Act. Testimony included prepared statements, letters, and supplemental material from 15 individuals representing high schools; Electronics Association of California; Apple Computer, Inc.; Director of Vocational Education, State of California; Atari; Electronics Industries Association; National Semiconductor; Contra Costa County Regional Occupation Program; Industry Education Council of California; and Association of Community Colleges Trustees. (YLB)

ED 223 908 CE 034 618

Hill, Pamela

Things for You to Know. Fuel System. Student Manual Introduction. Small Engine Repair Series. First Edition.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date-82

Note-105p.; For related documents, see ED 222 717, ED 221 760-767, and CE 034 617-621.

Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Auto Mechanics, Behavioral Objectives, Course Content, *Disabilities, *Engines, High Interest Low Vocabulary Books, Job Skills, Learning Activities, Learning Disabilities, Mainstreaming, Mechanics (Process), Motor Vehicles, Power Technology, Secondary Education, *Special Education, Technical Education, *Units of Study, Vocational Education

Identifiers-*Automotive Fuel Systems, Carburetors, *Small Engine Mechanics

This student manual, part of a small-engine repair series on servicing fuel systems, is designed for use by special needs students in Texas. Information covered in this manual is considered to be the minimum that students need to know about fuel systems in order to get small-engine repair jobs. The manual introduces students to small-engine fuel systems with numerous illustrations and pictures, using written material on a low reading level. Information is given in small sequential segments so that the students are not overwhelmed with the amount of information to be learned. Short review sections titled How Much Do You Remember?'' aid students to learn individually the information that is grouped together before going on to the next segment. Material introduced in this manual includes the fuel system, the carburetor, the air cleaner, types of carburetors, safety, and good work habits. (KC)

ED 224 011 CS 207 079

Sprain, Scott

Staff Handbook for a High School Student Newspaper, Thompson Valley Voice.''

Colorado Language Arts Society.

Pub Date-81

Note-182p.

Available from-Colorado Language Arts Society, English Department, Colorado State University, Fort Collins, CO 80523 ($5.00); National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 46740, $6.00 member, $5.00 non-member).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Faculty Advisers, Guidelines, High Schools, *Journalism Education, Layout (Publications), *School Newspapers, *Student Publications, *Teacher Role, Teaching Guides

Intended for Thompson Valley High School newspaper faculty advisers and student staff, this handbook provides a model for organizing and publishing a student newspaper, the Thompson Valley Voice.'' In addition to an introductory section, the handbook contains four parts. The policies section contains staff rules, policies, grading system, job descriptions, and forms. The reference section, for use by each staff member for every newspaper issue, includes a style book, a headline schedule, and advertising references. The learning section is a minijournalism text that covers press rights and responsibilities, and how to interview, write headlines, write articles, and proofread. The final question section, while not a test'' section, tells staff members they will be held accountable for learning the materials and contains simple exercises to make students use the materials they have just learned, reinforcing those skills worth knowing. (HTH)

ED 224 051 CS 207 296

Rowland, Willard D., Jr.
The Illusion of Fulfillment: The Broadcast Reform Movement. Journalism Monographs Number Seventy-Nine.
Association for Education in Journalism and Mass Communication.
Pub Date-Dec 82
Note-47p.
Available from-Association for Education in Journalism and Mass Communication, College of Journalism, University of South Carolina, Columbia, SC 29208 ($5.00).
Pub Type- Information Analyses (070)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Broadcast Industry, *Federal Regulation, Government Role, Modern History, *Public Agencies, Public Policy, *Social Action, *Telecommunications
Identifiers-*Federal Communications Commission, *Progressivism

In spite of apparent successes, it remains questionable whether communications reform groups have had significant impact on public policy toward broadcasting and its role in American society. Historically, the progressive movement and the rise of government regulatory apparatus underlie the communications reform movement. But the effectiveness of progressivism was undermined by the inherent contradictions of its own assumptions, and regulatory action has been constrained by the commitment to an essentially private, commercial, network-oriented industry. An examination of the licensing authority of the Federal Communications Commission (FCC) reveals both increasing success for reformers in the 1960's and 1970's and strong countervailing trends that are dangerous to the reform agenda. In a decade-long policy review process, major affected industries seem to be emerging relatively unscathed, with the reform movement losing the most ground on several major issues, including questions concerning cable television and the power of regulatory agencies to regulate. The reform movement needs to see itself more clearly to become effective and to prevent itself from being an instrument of the institutions it is attempting to change. (JL)

ED 224 071 CS 504 052

Anapol, Malthon M.

A Comprehensive Interdisciplinary Mass Communication Program for a Small College.

Pub Date-Nov 82

Note-9p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum Development, Higher Education, *Interdisciplinary Approach, Journalism Education, *Mass Media, Program Descriptions, Program Development

Although undergraduate enrollment in communication curricula grew during the 1970s, only a limited number of small colleges developed their offerings in the mass communications area. Faced with developing a mass communication curriculum and launching a new department with limited staff and equipment resources, one small Pennsylvania college established a core curriculum of courses required of all communication majors. Its three basic and traditional content courses are Introduction to Mass Communication, Theories of Mass Communication, and Mass Media Law and Regulation. The second part of the core curriculum requires students to complete at least one course each in production, writing, research, and applied media experience. The second half of the curriculum provides four options from which to choose: advertising, broadcasting, journalism, and public relations. Students can complete the departmental core and the requirements of one option with about 13 or 14 courses. Using the same course structure, a minor has also been developed in mass communications. The total program involves six departments, each contributing one or more courses to the various options or other requirements of the curriculum. There is no question that revisions and adjustments will need to be made on the basis of experiences with this curriculum, including some kind of apprenticeship options, but students are accepting this program in increasing numbers. (HTH)

ED 224 111 EA 015 196

Podemski, Richard S.

What's So Different about Microcomputers?

Pub Date-Aug 82

Note-17p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (36th, San Marcos, TX, August 15-20, 1982). May reproduce poorly in paper copy due to marginal legibility of original document.

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adoption (Ideas), *Computer Assisted Instruction, *Computer Literacy, *Computer Managed Instruction, *Computer Oriented Programs, Elementary Secondary Education, Information Utilization, *Microcomputers, Programing, Student Needs

The potential benefits of microcomputer adoption in education occur because of the low cost, ease of use, and versatility of microcomputers. The microcomputer has simplified the development of both computer-assisted and computer-managed instruction. Teaching computing is easier because the microcomputer becomes the object of instruction as well as the medium of instruction. Finally, since the microcomputer is a general purpose computing machine, it can be used for many functions. The effect of microcomputer implementation can occur along a continuum of supplementing, complementing, and supplanting instruction. Interaction with a microcomputer can affect students by developing confidence, knowledge, and a life skill. Use of the microcomputer will result in saving teachers' time and helping students advance from memorization to higher level skills. Issues and problems that may determine whether the potential of using microcomputers is ever realized include teacher adoption and the development of teacher skills, the availability of software, and the compatibility among hardware. A significant problem will be ensuring equity so that the disadvantaged have equal access to computer literacy. (Author/MLF)

ED 224 161 EA 015 254

Education for the Handicapped: What Is the Appropriate Federal Role?
Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-81
Note-17p.; Bound with: IFG Policy Perspectives (Win 1981), Tuition Tax Credits for Schools: A Federal Priority for the 1980's?'' Not available in paper copy due to small print and colored paper of original document.
Available from-Publications, Institute for Research on Educational Finance and Governance, School of Education;CERAS Building, Stanford University, Stanford, CA 94305.
Journal Cit-IFG Policy Notes; v2 n1 Win 1981
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Civil Rights Legislation, Compliance (Legal), *Disabilities, Elementary Secondary Education, Expenditures, Federal Legislation,

Government Role, Hearings, *Mainstreaming, Special Education, *Tax Credits, *Tuition
Identifiers-*Education for All Handicapped Children Act

This series of short articles discusses two separate educational policy issues: the federal role in education for the handicapped and tuition tax credits. Concerning the first issue, the document discusses the background of P.L. 94-142 and its first 5 years, concluding that, although accomplishments are impressive, there are still difficulties in implementing the reform. It is suggested that the law has meant improvement in substandard districts but has sometimes had depressing effects in progressive districts. Several brief articles on education of the handicapped then follow, focusing on the issues confronting policy makers in the eighties, the fairness of fair hearings,'' the costs of equity, problems with and prospects for implementation of the mandated reform, and the history of special education. Concerning the second issue, tuition tax credits, the document briefly discusses whether they will be a federal priority for the eighties. The author outlines how tuition tax credits work, recent legislative activity, issues and implications, their costs, and their effects on the costs of public schooling. He asks if tuition tax credits will benefit one income group more than another, will be equitable among ethnic groups, and will be legal and beneficial to the public. (Author/JM)

ED 224 179 EA 015 389

Yukl, Gary
Managerial Leadership and the Effective Principal.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-82
Note-69p.; Prepared for the National Conference on the Principalship, convened by the National Institute of Education (October 20-22, 1982).
Pub Type- Speeches/Meeting Papers (150) - Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Characteristics, Administrator Qualifications, Behavior, *Behavior Theories, *Business Administration, Educational Administration, Educational Environment, Elementary Secondary Education, *Leadership, Leadership Qualities, Middle Management, Models, *Organizational Theories, Power Structure, *Principals, Research Needs

To help relate management ideas and knowledge to educational administration, the author reviews the major theories and findings from the last 20 years on managerial leadership and discusses their relevance for school principals. He first summarizes findings from three approaches: the traits approach, emphasizing managerial motivation and skills; the power/influence approach, examining power accumulation and exercise; and the behavior approach, focusing on managerial activities and 22 behavior categories. Situational theories of leadership, according to the author, relate the three approaches to one another and to aspects of the leadership situation. Nine situational theories are reviewed, including Fiedler's contingency model, Hersey and Blanchard's maturity and task/relationship behavior theory, House's path-goal and charismatic leadership theories, Yukl's multiple linkage model, Kerr and Jermier's substitutes-for-leadership theory, Osborn and Hunt's adaptive-reactive model, Stewart's role requirements and constraints ideas, and Vroom and Yetten's normative model of participation. The author discusses the implications of the trait, power, and behavior approaches, and of some of the situational theories (especially Kerr and Jermier's, Osborn and Hunt's, Stewart's, House's path-goal, and Yukl's), for principals themselves as well as for research on principals and principal training and selection. (RW)

ED 224 222 EC 150 605

Assael, Daniel, Ed. And Others

Emphasis. Volume 3, Number 3, Spring 1980 through Volume 5, Number 2, Winter 1982 (Seven Issues).

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Spons Agency-Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.

Pub Date-82

Contract-300-77-0507; 300-80-0752

Note-98p.

Journal Cit-Emphasis; v3 n3, v4 n1-3, v5 n1-3, 1980-82

Pub Type- Collected Works - Serials (022)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Advisory Committees, *Demonstration Programs, *Disabilities, *Federal Programs, Handicap Identification, Infants, Intervention, Rural Areas, *Special Education, Technical Assistance, Volunteers, Young Children

Identifiers-*Handicapped Childrens Early Education Program, *Technical Assistance Development System

Seven issues of the newsletter/journal from the Technical Assistance Development System (TADS) address a vareity of topics related to special education for young handicapped children. Among articles included are a description of a rural workshop sponsored by an affiliate of the Handicapped Children's Early Education Program (HCEEP), electronics stimulation materials for severely handicapped students, a training course to give physicians information on early identification of young handicapped children, summaries of first year HCEEP programs, status of HCEEP funding, health care/education relationship, a review of early intervention research for pediatricians, the roles of advisory boards, the importance of management in providing for successful volunteer programs, and continuation rate of HCEEP funding. (CL)

ED 224 300 FL 013 335

Barger-Merino, Kathleen A.
A Bilingual Business Major?
Pub Date-82
Note-13p.; Paper presented at the Eastern Michigan University Conference on Spanish for Bilingual Careers in Business (Ypsilanti, MI, March 18-20, 1982).
Available from-Not available separately; see FL 013 333.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-*Business, *Business Communication, Business Skills, *College Curriculum, College Second Language Programs, Employment Qualifications, Higher Education, Hispanic Americans, *Languages for Special Purposes, *Spanish

Foreign language skills are necessary not only in international commerce but also in domestic business with the growing Hispanic American population. Many Hispanics have only minimal English skills and prefer to do business in Spanish and use Spanish language media. Because Hispanic Americans account for a significant portion of the consumer market, it is important to direct advertising at them in Spanish media. College graduates should be prepared for participation in this expanding portion of the economy. Employers seeking bilingual employees have identified a liberal arts education, a strong background in Spanish language and culture, and a sound basis in economics or accounting as important employment qualifications for business. Traditional approaches to Spanish instruction do not include the necessary commercial jargon or the skills needed to understand classified advertisements, fill out applications, write business letters, or order office supplies. In light of the increasing demand for bilingual employees, colleges must offer a bilingual business major in order to attract students who view a college education as a means of achieving financial success. (RW)

ED 223 774 CE 032 508

Kotrlik, Joe W., Comp.

Summaries of Research and Development Activities in Agricultural Education 1980-1981, United States of America.

Louisiana State Univ., Baton Rouge. Dept. of Vocational Agricultural Education.
Pub Date-Dec 81
Note-143p.; For earlier editions see ED 134 707, ED 151 532, ED 167 781, ED 187 894, and ED 205 706.
Pub Type- Reference Materials - Bibliographies (131) - Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Adult Vocational Education, *Agricultural Education, Agricultural Engineering, Annotated Bibliographies, Career Development, Disabilities, Doctoral Dissertations, *Educational Development, *Educational Research, Extension Education, Instructional Materials, Masters Theses, Material Development, Postsecondary Education, Research Reports, Secondary Education, Student Organizations, Teacher Education, *Vocational Education
Identifiers-Future Farmers of America

This document contains abstracts of 167 studies in agricultural education completed during the period of July 1, 1980, to June 30, 1981. Thirty-one of the completed studies represent staff research, 87 represent master's studies, and 47 represent doctoral dissertations. Studies are arranged alphabetically by state and alphabetically by author within states. Each abstract presents the following information: author, title, type of study, institution, and summaries of purpose, methods, and findings. A compilation of 215 studies reported as being in progress during 1981-82 is also provided. These 86 staff studies, 71 master's studies, and 58 doctoral dissertations are arranged alphabetically by state and author within states. Author, title, type of study, and institution are cited. Other materials in the document are a subject index to the completed studies and tables showing the location of previous regional summaries of studies in agricultural education (found on microfiche in the ERIC system from 1968-74) and the location of previous national summaries of agricultural education (found on microfiche in the ERIC system from 1974-79). (YLB)

ED 223 851 4 CE 034 396

Hall, John C. And Others

The Out-of-State Placement of Children: Northeast State Profiles. Major Issues in Juvenile Justice Information and Training.

Academy for Contemporary Problems, Columbus, Ohio.
Spons Agency-National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
Report No.-NCJ-80819
Pub Date-82
Grant-78-JN-AX-0038
Note-234p.; For related documents see CE 034 347-348 and CE 034 395-402.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Adolescents, *Agency Role, Children, Child Welfare, Delinquency, *Delinquent Rehabilitation, Foster Children, Laws, Legal Responsibility, *Placement, Public Policy, State Action, *State Agencies, State Legislation, State Officials, State Programs, States Powers, State Standards, State Surveys, Statewide Planning
Identifiers-*Out of State Placement of Children, *United States (Northeast)

This document, 1 in a series of 10, presents state profiles of the results of a systematic examination of child care agencies and their involvement with out-of-state residential care for children. This volume contains profiles of the Northeastern states of Connecticut, Delaware, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont. Each state profile contains five sections. The first two sections identify the officials in state government who facilitated the completion of the study and describe the general methodology used to collect the information presented. The third section offers a basic description of the organization of youth services as they relate to out-of-state placement policies. The fourth section offers annotated tables about that state's out-of-state placement practices. The discussion of the survey results includes: (1) the number of children placed in out-of-state residential settings; (2) the out-of-state placement practices of local agencies; (3) detailed data from agencies that placed five or more children; (4) use of interstate compacts by state and local agencies; (5) the out-of-state placement practices of state agencies; and (6) state agencies' knowledge of out-of-state placement. The final section presents observations and conclusions about state and local out-of-state placement practices that were gleaned from the data. (Data reported are for 1978.) (KC)

ED 224 031 CS 207 273

Watt, Phyllis C.

Columbia Daily Tribune v. The Curators of the University of Missouri: A Case Study.

Freedom of Information Center, Columbia, Mo.

Report No.-FOI-465

Pub Date-Nov 82

Note-8p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Case Studies, College Administration, *Court Litigation, *Disclosure, Higher Education, *Media Research, *Newspapers, *News Reporting, School Community Relationship, State Legislation

Identifiers-Freedom of Information, *Open Meetings, *Tribune Publishing Co v Curators Univ of Missouri

The 1978 lawsuit between the Columbia, Missouri, Daily Tribune'' and the University of Missouri concerning Sunshine Laws, while singular and specific, is of concern to all news organizations. When Tribune'' reporter Randy McConnell was denied access to the University's audit reports and other documents and was forbidden to attend an informal dinner meeting of the University's governing Board of Curators, the Tribune'' filed a lawsuit against the University citing violation of the state's Sunshine Law. The lawsuit turned out to be a time-consuming challenge as the University delayed the litigation through a series of denials and appeals, citing exemption from the law. It was not until 4 years after the paper first filed suit that a circuit court judge upheld McConnell's belief in openness and Missouri's Sunshine Law. It was not until 3 months after that decision that the University, facing contempt charges and public pressure, began to open its meetings. That process, however, has been formally stayed pending appeal of the circuit court's decision. The Missouri state legislature has since approved a major rewrite of the Sunshine Law, which strengthened the law in several respects but exempted social meetings of public governmental bodies from its provisions. It is clear, however, that if a governmental body questions the applicability of such a law, the issue can be tied up in courts for an extended and costly length of time. (HTH)

ED 224 092 EA 015 172

Harris, Ben M.

The Developmental Supervisory Competency Assessment System (DeSCAS). A Complete Set of Instruments and Guides for Analyzing Instructional Supervisory Competence and Diagnosing Growth Needs. Instructional Leadership Training Materials. Third Edition.

Pub Date-82
Note-88p.; Portions of parts three and four may not reproduce due to broken print of original document.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Competence, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Individual Development, *Job Performance, Professional Development, *School Supervision, Self Actualization, *Self Evaluation (Individuals), *Supervisors
Identifiers-*Developmental Supervisory Competency Assessment

The Developmental Supervisory Competency Assessment System presented in this guide has been developed for use in the diagnostic analysis of the competencies of school personnel in instructional supervision. The system, intended for voluntary use by individual supervisors interested in professional self-improvement, combines self-assessment features with descriptions of performance from other, external sources. Over 200 instructional supervisory activities are specified and clustered into 36 competency statements. These statements are clustered in their turn into nine task areas: developing curriculum, providing materials, providing staff for instruction, organizing for instruction, relating special pupil services, arranging for inservice education, developing public relations, providing facilities for instruction, and evaluating instruction. Utilization of the system involves a four-phase process for selecting a task area to analyze, involving others in identifying specific competencies needing attention, determining specific performance activities needing work, and planning for developing ability in those performance areas. The material collected in this document includes a description of the system and its use, detailed specifications of the competencies covered, simulated responses (provided as examples) to the three instruments used in the system, and blank copies of the three instruments along with directions for their use. (Author/PGD)

ED 224 144 EA 015 233

Rhode, Deborah L.

Conflicts of Interest in Educational Reform Litigation.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-IFG-PR-82-A6
Pub Date-Mar 82
Grant-OB-NIE-G-80-0111
Note-65p.; Prepared for the IFG Seminar on Law and Education (July, 1981).
Available from-Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 ($1.00).
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Busing, Civil Rights, *Court Litigation, Courts, Decision Making, Deinstitutionalization (of Disabled), Due Process, *Educational Change, Educational Policy, Elementary Secondary Education, Lawyers, *Legal Problems, Mainstreaming, School Desegregation, *School Law
Identifiers-*Class Action, *Conflict of Interest

Most educational reform cases proceed as class actions in which there is no single aggrieved plaintiff with clearly identifiable views, but rather an aggregation of individuals, often with conflicting preferences. This paper explores the problems presented in educational reform class actions where plaintiffs disagree over the remedial objectives of the suit. Relying on reported decisions, interviews, and case histories, the paper first examines the conflicts that have surfaced within plaintiff classes, such as disputes over busing, mainstreaming, and deinstitutionalization. Discussion then focuses on the inadequacies of the existing procedural mechanisms for coping with such conflicts. Of particular concern are information and incentive structures that prevent courts, counsel, and litigants from addressing or accommodating the full range of class interests. The paper concludes by distinguishing problems that may be susceptible to procedural reform from those that are endemic to any pluralist or majority decision-making process. (Author/MLF)

ED 224 241 EC 150 625

Directory and Abstracts for Deans' Grant Projects, 1981-82. Training Programs for Educators to Accommodate Handicapped Children in Regular Class Settings.

Minnesota Univ., Minneapolis. National Support Systems Project.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Pub Date-82
Note-288p.; For related documents, see EC [illegible]50 621-626.
Pub Type- Reference Materials - Directories/Catalogs (132) - Reports - Descriptive (141)

EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Colleges, *Disabilities, Federal Programs, *Mainstreaming, *Program Descriptions, *Teacher Education, Universities
Identifiers-Deans Grants Program

The document contains abstracts of over 100 Dean's Grants Projects, federally supported programs designed to prepare regular education teachers to work with mainstreamed handicapped students. Projects are grouped alphabetically by state and the abstracts provide information on project title, principal investigator(s) sponsoring unit, year of operation, dean's name, staff members involved, identifying data, project goals, plans for reaching goals, products, and other relevant information. A list of products and availability information is also organized by state in the appendix. (CL)

ED 223 930 CG 016 338

O'Connell, Agnes N.

Predictors of Life Style Orientation for Professional Men and Women.

Pub Date-Apr 82

Note-10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Planning, Decision Making, Demography, Dual Career Family, *Family Influence, Females, *Life Style, Males, Mother Attitudes, Personality Traits, Predictor Variables, Religious Factors, *Sex Differences, Sex Role

Identifiers-*Significant Other

Findings of recent studies on career and family orientation suggest that the variables that might be predictive of life style are related to personality, the influence of significant others, and certain demographic characteristics. Men and women were surveyed to determine if the predictors of life style orientation are the same for males and females, correlates of life style for career and family oriented males and females, and if separate, distinct patterns would emerge for males and females. Married men and women (N 53) with doctoral degrees and who had children completed the Satisfaction Scale, the California Psychological Inventory and a modified life style inventory. The data delineated four distinct profiles for career and family oriented males and females. Analyses of results indicated that the influence of significant others, particularly mothers, was the most meaningful predictor of career and family orientation for both sexes. Number and timing of children were especially important in male orientation, while spouses' attitudes and demographics were important in female orientation. The findings point to the powerful influence of significant others on life style orientations of both male and female professionals. (PAS)

Sandler, A. Lee

Child and Family Therapy in an HMO.

Pub Date-Aug 82

Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Child Psychology, *Counseling Services, Counseling Techniques, *Counselor Role, *Delivery Systems, *Family Counseling, *Holistic Approach, Mental Health Programs, Psychotherapy, State of the Art Reviews, Systems Approach, *Therapists

Identifiers-*Health Maintenance Organizations

There are a number of advantages to including child and family therapy services in a Health Maintenance Organization (HMO). Because the concept of the HMO is based on a holistic systems-oriented model, it can utilize short-term, structured, and strategic interventions without the burdens of autocratic forms of psychological assessment, large teaching commitments, or paperwork. Therapists can be effective in an HMO setting without worrying about the seductiveness'' of keeping patients, although the therapist must have an intrinisic sense of caring for the HMO philosophy and the consumer. Pioneering work done by mental health professionals in the HMO setting is among the most creative and exciting work occurring in therapy today. (JAC)

ED 224 127 EA 015 213

Weir, Kenneth L.

Publications for Effective Communications. Basic School PR Guide.

National School Public Relations Association, Arlington, Va.

Pub Date-80

Note-36p.; One in a series of eight Guides which comprise the Basic School PR Kit. Portions of appendices may reproduce poorly due to small, light print of original document. For related documents, see EA 015 214-220.

Available from-Publications, National School Public Relations Association, 1801 North Moore Street, Arlington, VA 22209 ($7.50 each; $37.50 for set of eight).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Secondary Education, Evaluation Criteria, Guidelines, Information Dissemination, Layout (Publications), Organizational Communication, *Production Techniques, Public Relations, *School Publications

To help educators improve school publications, this handbook discusses the reasons for school publications and presents guidelines for their production. Chapter 1 notes that school publications' purpose is to communicate. Chapter 2 discusses where to begin school publications and suggests focusing on people, making the publication's purpose obvious, using photographs, avoiding crowded pages, scheduling projects and staying on schedule, and being wary of expensive special effects. The same chapter reviews the factors involved in selecting paper, urges the school publisher to find helpers, lists school publications needing more attention (including memos, student publications, curriculum guides, student handbooks, award programs, report cards, and news releases), stresses the avoidance of sex bias and racial stereotypes, advises careful use of amateurish art,'' discusses distribution methods, and recommends ways to obtain product recognition. Chapter 3 advocates producing different publications for different publics; examples include building-level newsletters, school-community activity calendars, annual reports, and guidance publications. Guidelines for evaluating publications are presented in chapter 4. Chapter 5 briefly summarizes the handbook, and seven appendices provide sample specification sheets, type sizes and faces, and page and cover layouts, as well as writing tips. (RW)

ED 223 793 CE 034 013

Whinfield, R.W.

A Study of the Admissions Criteria of Connecticut's Regional Vocational Technical Schools. Phase III. Final Report.

Connecticut Univ., Storrs. Dept. of Higher, Technical, and Adult Education.

Spons Agency-Connecticut State Dept. of Education, Hartford. Div. of Vocational and Adult Education.

Pub Date-30 Jun 82

Note-70p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Access to Education, *Admission (School), *Admission Criteria, Blacks, Disabilities, Equal Education, Females, High Schools, Hispanic Americans, Mainstreaming, Males, *Predictor Variables, *Regional Schools, Sex Fairness, Special Education, Technical Education, *Validity, Vocational Education, *Vocational Schools

Identifiers-*Connecticut

A 4-year study was conducted to determine whether the selection criteria for entrance into the 17 Regional Vocational Technical Schools of Connecticut were fair to all applicants of various races and both sexes and predictive of students' success in school programs. The evaluation process consisted of reviewing and applying students' grades and attendance records in previous schools, evaluating the scores on a reading and mathematics test, and conducting interviews. A random sample of three entering classes, those of 1977, 1978, and 1979, were followed for 4 years. Achievement data were collected on each student in order to relate their achievements to the admission criteria. Findings of the study included the following: (1) admissions criteria were not purposefully or inadvertently discriminatory against any race or either sex; (2) students who were accepted into the school were academically superior to those turned down; (3) the best predictor of scholastic success was the interview, while grades and tests were moderately good predictors; (4) admission scores were moderately good predictors of academic grades but were unable to indicate trade grades; and (5) admissions criteria were of little value in predicting success after graduation. The study concluded that the admissions criteria and procedures were fair and equitable and should be continued, with most of the elements in about the same proportional value as had been applied in the past. An additional recommendation was made to search for a predictor of job-skill potential, especially for special needs students. (KC)

ED 223 832 CE 034 366

Competency Based Education Curriculum for the Orientation and Safety Program of the Oil and Gas Industry.

United Career Center, Clarksburg, WV.

Spons Agency-West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date-Oct 82

Note-369p.

Available from-West Virginia Vocational Curriculum Laboratory, Cedar Lakes Conference Center, Ripley, WV 25271.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-Behavioral Objectives, Competence, Competency Based Education, Educational Resources, Employment Potential, Equipment, First Aid, Fuels, *Job Skills, *Learning Activities, Occupational Information, *Petroleum Industry, Postsecondary Education, Safety, Secondary Education, Technical Education, *Units of Study, Vocabulary, Vocational Education

Identifiers-*West Virginia

This competency-based education curriculum for teaching the orientation and safety program for the oil and gas industry in West Virginia is organized into seven units. These units cover the following topics: introduction to oil and gas, first aid, site preparation, drilling operations, equipment familiarity, well completion, and preparation for employment. Each unit is divided into a number of tasks. For each task, an introduction, learning activities, student reference information sheets, and student evaluation questions are provided. (Examples of tasks are the following: know the driller's safety responsibilities, learn the job of the casing crew, work with the rotary kelly, and build a transmission line.) Line drawings are used to illustrate the information sheets, and a glossary is included in the packet. (KC)

ED 223 870 CE 034 432

Statewide Forum on the Second Language Learner in Adult Basic Education. Collected Papers (Joliet, Illinois, December 3-4, 1981).

Illinois Statewide English as a Second Language/Adult Education Service Center, Arlington Heights.; Joliet Junior Coll., Ill.

Spons Agency-Illinois State Board of Education, Springfield. Adult and Continuing Education Section.

Pub Date-Dec 81

Note-63p.; For related documents, see CE 034 433-435.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adult Basic Education, Adult Counseling, Adult Education, Adult Literacy, Adult Programs, Adult Students, Curriculum Development, *English (Second Language), High School Equivalency Programs, *Limited English Speaking, *Literacy Education, Reading Instruction, Second Language Instruction, Second Language Learning, Student Needs, Teaching Methods, Writing Instruction

Identifiers-General Educational Development Tests

Ten papers address areas of concern regarding improvement in serving the needs of limited English proficient (LEP) adults. The first paper (by D. Terdy) overviews the background and skills LEP adults bring to adult education programs as well as their language needs and educational goals. The second paper (by S. Smith) describes changes in adult learners that should be accommodated by changes in program structures. The third paper (by D. Bartley) discusses a native language approach to teaching English literacy and a strictly English-only language approach. The fourth paper (by A. Fey) focuses on the development of a curriculum for an English-as-a-Second-Language (ESL) program in the PREVIEWS project. The fifth paper (by M. Zamora) considers the role of counseling in ESL programs. The sixth paper (by R. A. Orem) focuses on reading strategies in ESL and adult basic education (ABE) instruction. The seventh paper (by N. C. Chapman) overviews the scope of the ABE/GED (General Educational Development) program and compares its curriculum with the ESL curriculum. The eighth paper (by D. Terdy) compares writing skill development in ESL programs to GED writing skill development. The ninth paper (by J. P. Bright) suggests a broader perspective on programming for LEP adults after they leave ESL programs. The tenth paper (by D. Bartley) makes some conclusions based on the other papers. (YLB)

ED 223 971 CS 006 881

Spangler, Katy

Readability: A Review and Analysis of the Research.

Pub Date-Jan 80

Note-51p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Cloze Procedure, Comparative Analysis, Literature Reviews, *Readability Formulas, *Reading Research, Research Design, Research Methodology, *Test Interpretation, Test Reviews, *Test Validity

This paper reviews seven research studies on the subject of readability. The first study reviewed is itself an extensive review of 30 readability formulas described by George A. Klare. Of these, five formulas considered to be interesting, unusual, or classic on the basis of high validity, simplicity or complexity, common or uncommon variables, and other unusual features were chosen for analysis. The five formulas include those by I. I. Lorge (1939), G. D. Spache (1953, 1974), W. B. Elley (1969), J. R. Bormuth (1966, 1969), and Harris-Jacobson (1975). In addition, the initial research on cloze procedure by W. L. Taylor (1953) is reviewed to give balance to the overview of readability research. Each review consists of an analysis of the research backing the formulas, specifically the theoretical framework, the research design, the results, the author's evaluation, and a summary including comments on the usefulness and the face validity of the formulas. After the reviews, a synthesis of the studies attempts to answer the following questions: (1) What is readability and how is it calculated? (2) How good is the research on readability what are its strengths and limitations? (3) How do readability measures compare? and (4) What are some practical implications for use of these formulas? (HOD)

ED 223 991 CS 006 920

Sadoski, Mark C.

An Exploratory Study of the Relationships between Reported Imagery and the Comprehension and Recall of a Story in Fifth Graders. Instructional Research Laboratory Technical Paper Texas A and M Univ., College Station. Instructional Research Lab.

Pub Date-Mar 82

Note-42p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Education, Grade 5, Intermediate Grades, Memory, Oral Reading, *Reading Comprehension, *Reading Instruction, *Reading Research, Recall (Psychology), *Retention (Psychology), *Visualization, *Visual Perception

A study investigated the role of visual imagery in the comprehension and retention of prose. Subjects were 48 fifth grade students who orally read a story and then completed three comprehension tasks directly related to the story: a retelling, an oral reading cloze test, and a multiple choice question test comprised of items demonstrated to be story dependent. After the retelling task, the subjects were asked to report any memorable images from the story. These reports were used to identify subjects who reported an image of the story's climax and those who did not. Findings indicated that reported climax imagery was related to deeper levels of processing on reading comprehension measures that do not rely on verbal reasoning processes. The results provide support for several theories of the functional use of imagery in reading. (FL)

ED 224 200 EC 150 382

Wesson, Caren And Others

Research on Developing and Monitoring Progress on IEP Goals: Current Findings and Implications for Practice.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Report No.-IRLD-Mono-18
Pub Date-Apr 82
Contract-300-80-0622
Note-30p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Elementary Secondary Education, *Formative Evaluation, *Individualized Education Programs, *Learning Disabilities, *Program Effectiveness, *Student Educational Objectives, Student Evaluation, Teacher Attitudes

Research on a system of developing and monitoring progress on individualized education program (IEP) goals has been conducted over a 5-year period at Minnesota's Institute for Research on Learning Disabilities. This research and development project is summarized by outlining the goal and rationale of the research, presenting the overall research plan, and providing a chronological description of the research and development process and results, and the current status of the research. The research has proceeded in three stages: (1) determination of what measures of student performance are appropriate in a formative evaluation system; (2) examination of the practicality and efficiency of the monitoring system for teachers; and (3) determination of the effects of formative evaluation on student achievement. Results have indicated that generic measures useful in indexing proficiency in reading, spelling, and written expression are available and that teachers who have used the measures and the monitoring system are pleased with it and do not feel unduly burdened by the time commitment. Preliminary evidence concerned with the effect of the monitoring system on student academic progress is positive. (Author/DB)

ED 224 262 EC 150 649

Agard, Judith A. Barry, Sharon L.

First Steps to Parent Notification: A Guide for School Administrators.

Abt Associates, Inc., Washington, DC.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date- 82

Contract-300-78-0558

Note-21p.; For related document, see EC 150 648. Original print on brown paper may result in poor reproduction.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrative Policy, *Administrator Role, Check Lists, *Disabilities, *Due Process, Elementary Secondary Education, Federal Legislation, Individualized Education Programs, *Interpersonal Communication, *Parent School Relationship, Student Evaluation, *Student Placement

Identifiers-*Education for All Handicapped Children ACt

The booklet is designed to help school administrators review and evaluate policies and procedures for facilitating communication with parents of handicapped children. Section 1 summarizes the due process provisions of P.L. 94-142 (the Education for All Handicapped Children Act) and discusses the role which interpersonal communication plays in meeting the information needs of parents and school. Written notice and consent requirements are set forth in terms of content and format. Included within a section on the preplacement evaluation are checklists regarding criteria for written notice and consent as well as a sample agenda for a preevaluation parent/school meeting. A final section describes the initial placement process in terms of the individualized education program (IEP). Information needs of parents and school at the time of the IEP/placement are outlined, criteria checklists are offered, and sample agenda outline for a program planning meeting is provided. (SW)

ED 224 281 FL 013 110

Brumfit, Christopher

A Seven-Day Microteaching Programme for EFL Teachers.

Pub Date- 79

Note-9p.; In: Microteaching and EFL Teacher Training. A Report of a Workshop. Working Documents 1.

Available from-Not available separately; see FL 013 108.

Pub Type- Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Class Activities, *English (Second Language), Higher Education, Inservice Teacher Education, Language Teachers, *Microteaching, *Second Language Instruction, Teaching Methods

Procedures are described which were used in a short microteaching period in a Postgraduate Certificate in Education Program in the United Kingdom. In this program, a tutor works with groups of 15 students who have already had at least 2 years of teaching experience. The program of 7 days is divided as follows: (1) all 15 students teach one lesson, with a short discussion period; (2) videotaped lessons by 15 students with selective play-back and discussion; (3) group preparation and presentation of a segment of a lesson, with discussion; and (4) student-determined closure. In this program, the tasks are predetermined and the students select and adapt those they are going to work on. In practice, four sets of students are involved in any particular lesson, teaching or observing or doing the technical camera work. All the students are involved in the discussion which generally exceeds the time-limits of the class time allotment. In addition to the description of the program, several comments are included regarding the student-teachers, difficulties involved in simulating student behavior, camera operation, techniques for observation of the videotape lesson, the role of the tutor, and the problem of achieving a balance between praise and negativity. (AMH)

ED 224 301 FL 013 336

Waltz, Loren E.

International Business: Stumbling Through the Communications Corridor.

Pub Date-82

Note-21p.; Paper presented at the Eastern Michigan University Conference on Spanish for Bilingual Careers in Business (Ypsilanti, MI, March 18-20, 1982).

Available from-Not available separately; see FL 013 333.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-*Business Administration Education, *Business Communication, *Business Skills, College Curriculum, Employment Opportunities, Employment Qualifications, Higher Education, International Relations, Languages for Special Purposes, *Second Languages

The increasing need for employees of U.S. businesses to speak the language of the customer is explored. It is shown that the need for foreign language skills in business far exceeds the supply and continues to increase. In the past, the detrimental impact of lack of language skills in U.S. business has been masked by the competitive advantage enjoyed by U.S. firms and the English skills of the trading partners. The importance of effective communication in retaining a competitive edge in business is stressed. American educators must become aware of foreign language skills as a business tool and prepare business graduates for the many opportunities in both domestic and international commerce. In considering candidates for international assignments, employers valued both communication skills and an interest in international operations. Trends toward increasing foreign ownership of U.S. companies, an increasing foreign share in U.S. markets, growth in the export of services, and an increase in foreign-owned plants located in the United States will further increase the demand for these skills. Industry must clearly state this demand and schools of business administration must respond to this need by providing facilities for foreign language study as part of their programs. (RW)

ED 223 813 CE 034 280

Westberg, Jane Jason, Hilliard

Workshops in Educational Administration for Administrators/Teachers in PA Programs. An Educational Resource Document.

Miami Univ., Coral Gables, Fla. School of Medicine.

Spons Agency-Health Resources Administration (DHHS/PHS), Hyattsville, Md. Bureau of Health Professions.

Pub Date- 81

Contract-HRA-232-79-0092

Note-114p.; Produced at the National Center for Faculty Development under a subcontract from the Association of Physician Assistant Programs, Arlington, VA.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Allied Health Occupations Education, Allied Health Personnel, Bibliographies, *Educational Administration, Guidelines, Inservice Education, *Management Development, Medical Education, Nursing Education, *Physicians Assistants, Program Development, Program Evaluation, Program Implementation

This document provides guidelines for persons who intend to supervise, plan, and implement workshops in educational administration for administrators and teachers in physicians assistants (PA) programs. The guidelines are also suitable for workshops for administrators and teachers in other health professions instructional programs, such as medical or nursing schools. Introductory materials provide brief overviews of the need for workshops in educational administration, cautions about such workshops, and overall planning and implementation considerations. The first of two major sections considers steps in planning a workshop: identifying the audience, assessing learning needs, selecting workshop leaders, formulating goals, selecting the workshop strategies and format, selecting instructional resources, and making arrangements for the workshop. The second section focuses on these areas of conducting and evaluating the workshop; creating and refining goals and strategies, fostering collaboration, and evaluating the workshop. Appendixes include materials from workshops, a paper on creative management of PA programs, a bibliography on personnel management, a paper on affirmative action and equal employment opportunities, a paper on financial management, and a bibliography on curriculum design. (YLB)

Hearings on Reauthorization of the Vocational Education Act of 1963. Part 16: Research and Program Improvement. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, Second Session on H.R. 66.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-23 Jun 82

Note-124p.; Parts of this document may not reproduce well because of small type. For related documents see ED 204 590-591, ED 212 826, ED 213 971-972, ED 215 219, ED 215 233, ED 216 214, ED 219 524-525, and CE 034 343-345.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Curriculum Development, Educational Legislation, *Educational Research, *Federal Aid, *Federal Legislation, Hearings, Postsecondary Education, *Program Improvement, Secondary Education, *Vocational Education

Identifiers-*National Center for Research Vocational Education, Reauthorization Legislation, *Vocational Education Act 1963

This report documents a hearing to extend authorization of appropriations under the Vocational Education Act of 1963. The discussion focuses on research and program improvement in vocational education funded by vocational education appropriations as authorized in the Vocational Education Act. Testimony includes prepared statements, letters, and supplemental materials from four individuals representing the Oklahoma State Department of Vocational-Technical Education; Vocational-Technical Education Consortium of States; the National Center for Research in Vocational Education; and the Assistant Secretary for Vocational and Adult Education, United States Department of Education. (YLB)

Hill, Pamela
Service the Carburetor Air Cleaner. Fuel System. Student Manual 1. Small Engine Repair Series. First Edition.
East Texas State Univ., Commerce. Occupational Curriculum Lab.
Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
Pub Date-82
Note-28p.; For related documents, see ED 222 717, ED 221 760-767, and CE 034 617-621.
Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Auto Mechanics, Behavioral Objectives, *Disabilities, *Engines, Equipment, Hand Tools, High Interest Low Vocabulary Books, Job Skills, Learning Activities, Learning Disabilities, Mainstreaming, Mechanics (Process), Motor Vehicles, Power Technology, Secondary Education, *Special Education, Technical Education, Units of Study, Vocational Education
Identifiers-*Automotive Fuel Systems, *Carburetors, *Small Engine Mechanics

This student manual, part of a small-engine repair series on servicing fuel systems, is designed for use by special needs students in Texas. The manual explains in pictures and short sentences, written on a low reading level, the job of servicing carburetor air cleaners. Along with the steps of this repair job, specific safety and caution information is frequently noted. To reinforce consistency in material presented to the slow learners, the pictures and written words correspond exactly with the pictures and wording on a corresponding audiovisual presentation. A progress chart for rating the students is included in the manual. (KC)

ED 223 951 CG 016 360

Harris, Alan H.

Group Formation, Cohesiveness, and Morale in a Residential Laboratory Environment.

Pub Date-Apr 82

Note-10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982). Figure 3 is of marginal reproducibility due to small print size.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Communication (Thought Transfer), *Group Dynamics, Group Experience, *Group Unity, *Incentives, Interpersonal Relationship, Laboratory Experiments, *Morale, *Sex Differences, Social Behavior

Some research in social psychology has examined the effect of social influence on group processes. To examine the conditions under which individuals cooperate to function as a group and the effects of this group formation on the cohesiveness, communication, and morale of group members, two experiments were conducted. A group of three male subjects and a group of three female subjects lived for 10 consecutive days in programmed laboratory environments. The subjects could earn money by performing tasks and could put the earnings in an individual or group account, with incentives provided for shifting to the group account. Results showed that complete shifts to cooperative group effort occurred under some bonus conditions, accompanied by increased socialization, communication, and morale. Females were more accepting of distributing rewards according to an equality theory, while males strongly preferred equitable distribution of rewards. The findings suggest a new methodological approach to the study of groups. (JAC)

ED 224 012 CS 207 130

Haler, Michael

Basic Law Guarantees Freedom of Opinion: Mass Media in the Federal Republic of Germany.

Inter Nationes, Bonn (West Germany).

Report No.-SO-1/1982 (Engl.)

Pub Date-82

Note-33p.; Sonderdienst.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Censorship, Communications, Foreign Countries, *Freedom of Speech, Futures (of Society), *Government Role, *Journalism, Journalism Education, Nazism, *News Media, *Press Opinion, Radio, Television

Identifiers-Journalism History, *West Germany

The Basic Law of Press Freedom in West Germany that forbids censorship in any form is the subject of this booklet. The first section defines freedom of opinion as a basic right and presents the relationship of the press to the state. The role and structure of radio and television are described in the second section, which stresses the independence and success of these two forms of media. After relating the history of the German press, the third section surveys its current state. The fourth section describes the training of journalists, while the final section discusses possible problems of the media and society, including too great a concentration of opinion because of press mergers, the problems of internal press freedom for journalists, and the coming of new technologies. This section also includes statistics on the state of the German media in 1980. (JL)

ED 224 052 CS 503 945

Johnson, J. David Tims, Albert R.
The Role of Mass Media Elites in Attitude Formation in Mexico.
Pub Date-80
Note-46p.; Paper presented at the Meeting of the Midwest Association for Public Opinion Research (Chicago, IL, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Advantaged, Attitude Change, Attitude Measures, *Communication (Thought Transfer), Foreign Countries, *Mass Media Effects, Media Research, *Mexicans, *Models, Research Methodology, Social Status, *Theories, Upper Class
Identifiers-*Media Use

The dependency model of mass media effects predicts that dependency on media information increases as the level of societal structural conflict and change increase, resulting in greater mass media influence. However, this model appears to ignore the structural constraints that a nation's political system can have on media even before they deliver a message. Because the model may not fit Mexico's oligarchical power structure well, a study tested several dependency model hypotheses relating the perspectives of population elites in Mexico to the perspective of mass media. Two separate surveys in 1976 and 1979 provided data from which five different groups of subjects were defined: 100 mass media elites, 700 occupational elites, 411 upper SES (socioeconomic status) in 1976, 200 upper SES in 1979, and 500 Mexico City general public. A common set of items assessing Mexico's shared economic interests with 10 different partners was used in each survey. Analysis of the data indicated that the strongest economic identification was with the Latin American oil exporting countries, particularly for upper SES and occupational elites. Further analysis aimed at revealing how the various groups structure their views suggested that perceptions of Mexico's ties may be characterized by a set of underlying assumptions; still differences in the structure of perceptions did exist. These results suggest that current dependency models need to be modified to reflect other recurring and habitual channels of communication. (Definitions of items used in the study are appended.) (JL)

ED 224 072 CS 504 053

King, Robert G.

Effective Vocal Production in Performance.

Pub Date-Nov 82

Note-8p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Higher Education, *Oral Interpretation, *Performance Factors, *Speech Communication, Speech Instruction, Speech Skills

Identifiers-*Vocal Qualities

If speech instructors are to teach students to recreate for an audience an author's intellectual and emotional meanings, they must teach them to use human voice effectively. Seven essential elements of effective vocal production that often pose problems for oral interpretation students should be central to any speech training program: (1) relaxation the muscles involved in voice production must be ready for effective manipulation of vocal quality, volume, pitch, and rate; (2) respiration breath vibrated between the vocal folds is the basis for voice production, and inefficient breathing habits or inadequate breath control can be partially responsible for almost all voice quality defects; (3) controlled exhalation the phases of inhalation and exhalation will not be equal in length, and exhalation must be controlled to match the phrases uttered in the speech; (4) breath emission interpreters must learn to emit the outgoing stream smoothly and evenly, and not in erratic bursts; (5) vibration control of the vibration of the vocal folds can initiate a softer or harder tone without harsh glotal stops and without damaging and distracting glotalizing; (6) articulation essential for intelligibility as well as for good oral resonance; and (7) duration poets choose words for the sounds they contain, and proper sound duration is essential for achieving the intended effect. (HTH)

ED 224 112 EA 015 198

Purkey, Stewart C. Smith, Marshall S.
Ends Not Means: The Policy Implications of Effective Schools Research. Draft.
Wisconsin Center for Education Research, Madison.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Aug 82
Grant-NIE-G-81-0009
Note-23p.; Paper prepared for a symposium on exemplary schools and their characteristics, presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 23-27, 1982).
Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Change Strategies, Educational Change, *Educational Environment, Educational Innovation, Educationally Disadvantaged, Educational Research, Elementary Secondary Education, Federal Aid, *Government School Relationship, Needs Assessment, Participative Decision Making, *Policy Formation, *Research Utilization, School Based Management, *School Effectiveness, State Aid, State School District Relationship
Identifiers-*School Culture

The authors reviewed research on effective schools, literature on the implementation of educational innovation, and current theories of school organization. A synthesis of findings from this research indicates that differences among schools do have an effect on student achievement. Specifically, it is the school's culture that is responsible for that effect. Thirteen variables are identified as contributing to the development of a school culture conducive to academic achievement. Drawing on recent literature, the authors suggest federal and state policies that would be likely to facilitate the development of effective schools. Key recommendations include policies that promote building-specific, whole-school improvement efforts and that rely on outcomes as the preferable means of monitoring and evaluating school improvement efforts. (Author)

ED 224 162 EA 015 255

Federal Categorical Aid: Emerging Patterns of Support.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-81
Note-13p.; Bound with: IFG Policy Perspectives (Spr 1981), ``Categorical Grants in Education: Rethinking the Federal Role.'' Not available in paper copy due to small print and colored paper of original document.
Available from-Publications, Institute for Research on Educational Finance and Governance, School of Education/CERAS Building, Stanford University, Stanford, CA 94305.
Journal Cit-IFG Policy Notes; v2 n2 Spr 1981
Pub Type- Collected Works - Serials (022) - Opinion Papers (120) - Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Access to Education, *Block Grants, *Categorical Aid, Disabilities, Disadvantaged Youth, Educational Finance, Elementary Secondary Education, Equal Education, *Federal Aid, Federal Regulation, Financial Support, *Government Role, Students, Unions

This series of articles discusses categorical grants, defined as financial assistance by a higher level of government to a lower level for educational services of a specific type or for a particular group of students. In the first article, criticism of such programs is discussed, as well as alternative approaches to better meet the goals of categorical programs. Another article investigates what categorical aid means to teacher unions, with the observation that although such programs create teacher jobs, they undermine seniority and tenure provisions because they cause the hiring of only specially qualified teachers. A third article asks if categorical grants benefit target groups or merely meet the needs of the professionals implementing them. In the fourth article, the author investigates the meaning of ``adequate'' funding for education and of equitable access to education. A final longer article reexamines the federal role in financing education, looking at its history, positive and negative aspects, and proposals for the future. The author discusses block grants as an alternative to categorical grants, acknowledging both their advantages in reducing costs and federal regulations and in decentralizing decision-making and their disadvantages in influencing districts to merely substitute them for local sources of school support while curtailing programs for the handicapped, the poor, and minorities. (Author/JM)

ED 224 223 EC 150 606

Suarez, Tanya M. And Others

TADS Final Evaluation Report, 1980-81. Appendix S.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Spons Agency-Special Education Programs (ED/OSERS), Washington, DC.

Pub Date-Nov 81

Contract-300-80-0752

Note-98p.; For related documents, see EC 150 607-608. Best copy available.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Data Collection, Demonstration Programs, *Disabilities, Early Childhood Education, Program Descriptions, *Program Evaluation, *Technical Assistance

Identifiers-*Handicapped Childrens Early Education Program, *Technical Assistance Development System

The document contains the final report of the Technical Assistance Development System (TADS), a program which provided technical assistance (TA) services to 53 Handicapped Children's Early Education Program (HCEEP) demonstration projects and 13 State Implementation Grants (SIGs). The evaluation report is divided into five sections. Section 1 outlines, in table form, the evaluation plan for 1980-81. The plan is broken down according to evaluation questions, evaluation tasks, criteria, data sources, data responsibility, and reports. Section 2 reports the services delivered to HCEEP demonstration projects in the areas of needs assessment, agreements services, infant health care/education workshop services, and print products. Overall effectiveness of TADS technical assistance projects is reported in terms of change in the status of the TA needs identified at the beginning of the year, impacts on the organization of the projects, impacts on programmatic aspects of the projects, and overall satisfaction with all the TA provided. Section 3 reports data collected on TA services to SIGs. Section 4 describes other TA services (such as the 1981-82 Demonstration Project Orientation Conference and the health care/education reltionship workshop) and cites client reactions to the services. A final section provides a summary of the data, a discussion of their meaning, and a series of recommendations for future TADS' operation. It is concluded that there were many positive impacts of TADS' technical assistance on its clients and their programs for young handicapped children and their families. (SW)

ED 224 242 EC 150 626

The Dean's Grant Projects: A Descriptive Analysis and Evaluation, 1980. Training Programs for Educators to Accommodate Handicapped Children in Regular Class Settings.

Minnesota Univ., Minneapolis. National Support Systems Project.
Spons Agency-Special Education Programs (ED/OSERS), Washington, DC.
Pub Date-Oct 80
Note-195p.; For related documents, see EC 150 621-625.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Attitude Change, *Curriculum Development, Deans of Students, *Disabilities, Higher Education, *Mainstreaming, *Preservice Teacher Education, Program Effectiveness, *Program Evaluation
Identifiers-Deans Grants Program

The report analyzes the effectiveness of Dean's Grant projects (DGPs), federally funded programs designed to help prepare regular preservice educators to deal with mainstreamed handicapped students. Following a review of demographic data on the 112 DGPs, survey and questionnaire results are summarized in an examination of such aspects as DGP evolution, outreach or spin-off activities, curriculum change, facility attitude change, and student attitudes toward DGPs. Chapter 4, What Have We Learned from the Dean's Grant Projects?'' by J. Rand Whitmore, addresses four categories essential for DGP success: project leadership and organization, strategies to achieve faculty interest and participation, strategies to achieve denied curricular change, and project evaluation design. Chapter 5 presents a lengthy evaluation of the 19 central regional programs. The Dean's Role in the Dean's Grant Project: Director and Advocate'' by C. Sivage et al. cites case study research of 10 DGP sites. The extent to which 10 clusters of teaching capability were emphasized in DGP-Influenced Teacher Education programs is the focus of chapter 7, A Preliminary Study of the Clusters of Capabilities: An Approach to Curriculum Development in the Dean's Grant Projects,'' by M. Gazvoda. The final chapter examines the future of DGPs in terms of discontinuance of federal funding, emerging issues and problems, and future challenges in DGPs. Appended material includes examples of evaluative instruments used in local projects. (CL)

ED 223 775 CE 033 056

Prey, Phillip O.

Comparative Analysis of GED Completion and APL Attainment in West Virginia.

Pub Date- 79
Note-8p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Achievement Tests, Comparative Analysis, Competence, Equivalency Tests, *High School Equivalency Programs, State Surveys, *Test Reliability, *Test Validity
Identifiers-*Adult Performance Level, *General Educational Development Tests, West Virginia

A study compared General Equivalency Development (GED) program completion and Adult Performance Level (APL) attainment in West Virginia. During the study, 97 GED program participants, who were not exposed to APL instruction or materials, completed the APL survey either just before or immediately after taking the GED examination. Seventy-seven of the subjects were successful on the GED exam and 20 were not. Only three subjects who were successful on the GED test scored below average on the APL test. In fact, 23 of the successful subjects scored above average on the APL instrument. Since their preparation consisted only of the usual GED preparation program, it appears that such preparation may also adequately prepare one in fundamental competencies such as those measured by the APL test. Furthermore, it appears that no difference in the functional competencies of the successful male and female GED takers exists as measured by the APL test. If, as the study seems to indicate, the GED and APL are equally valid measurements of one's equivalent educational level, then it would seem logical to recognize both on a par and grant diplomas accordingly. (MN)

ED 223 931 CG 016 339

Bernard, Janine M.

Laboratory Training for Clinical Supervisors: An Update.

Pub Date-Aug 82

Note-10p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Counselor Attitudes, Counselor Evaluation, *Counselor Training, Ethical Instruction, Evaluation Methods, Graduate Students, Higher Education, *Laboratory Training, Leadership Styles, Practicums, Program Descriptions, Supervisor Qualifications, *Supervisory Methods, *Supervisory Training

This paper describes a prepracticum laboratory in supervision skills, developed at Purdue University for counseling psychology students and others as a prerequisite to a practicum in supervision. The three parts of the supervision lab are described in detail including: (1) an initial analysis phase in which participants identify their baseline behavioral styles, i.e., a focus on process or role behaviors; (2) training to compensate for the idiosyncratic styles which have been identified through a presentation of a series of models, i.e., the Discrimination Model, Interpersonal Process Recall, Microtraining, and live supervision; and (3) a final unit presenting segments on evaluation and ethical situations. A discussion of the effects of the prepracticum lab along with issues to be addressed in the future, e.g., questions relating to the timing of supervision for both supervisor and counselor, is presented in the final section. (PAS)

ED 223 992 CS 006 921

Henk, William A.

A Theory of Perceptual Learning: Uncertainty Reduction and Reading.

Pub Date-11 Oct 82

Note-33p.; Paper presented at the Annual Meeting of the International Reading Association (27th, Chicago, IL, April 26-30, 1982).

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Language Processing, Language Skills, *Learning Theories, Models, Perception, *Perceptual Motor Learning, *Psycholinguistics, *Reading Comprehension, *Reading Processes, Visual Perception

Identifiers-*Uncertainty Reduction

Behaviorism cannot adequately explain language processing. A synthesis of the psycholinguistic and information processing approaches of cognitive psychology, however, can provide the basis for a speculative analysis of reading, if this synthesis is tempered by a perceptual learning theory of uncertainty reduction. Theorists of information processing have used models from computers, communication, and linguistics. Reduction of uncertainty theorists have developed two models of how information is processed, template matching and feature analysis. Template matching posits a preconceived notion of a letter, while feature analysis depends upon a series of binary decisions. Distributional and sequential redundancy reduces uncertainty in reading by limiting the possible positions letters and words can occupy. Physiologically, binary type operations selectively destroy sensory stimulation as they travel along the optic nerve. Current hypotheses about short and long term memory deal with their structure, function, and capacity. The uncertainty reduction model, in which the reader's task is to reduce the gamut of alternatives so that the original semantic intent of the author can be reconstructed, possesses an explanatory capacity consistent with evidence regarding oral language development. Although one need not accept the pure mathematical foundations of uncertainty theory, a computer paradigm is helpful in resolving the seemingly contradictory positions of the psycholinguists and information processing advocates. The ability to direct attention automatically and naturally between the graphophonic, syntactic, and semantic levels of a message links the two approaches. (JL)

ED 224 032 CS 207 274

Slasman, Peggy
Reporter's Privilege.
Freedom of Information Center, Columbia, Mo.
Report No.-FOI-464
Pub Date-Oct 82
Note-9p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Confidentiality, Court Doctrine, *Court Litigation, Court Role, *Freedom of Speech, *Journalism, *News Media, Newspapers, *News Reporting
Identifiers-Branzburg v Hayes, Farber (Myron), First Amendment, *News Reporters, News Sources

Although common law does not provide reporters with the privilege of withholding confidential sources or information before courts of law, reporters have raised First Amendment arguments for such privilege. In Branzburg v. Hayes (1972), a case consolidating three decisions, the Supreme Court ruled heavily, but not absolutely, against such First Amendment protection for reporters. Because of the inclusion of the idea of conditional privilege and its broad scope, the decision has not provided lower courts with definitive guidance. In cases involving a crime, courts have generally found that when a reporter is a witness or participant in the events for which he or she has been subpoenaed, there will be no privilege. In other criminal cases, courts have been more willing to accept that reporters have a qualified privilege. In 1978, Myron Farber went to jail and his employer, the New York Times,'' paid over $285,000 in fines, but Farber did not disclose his confidential files. In response to a great increase in subpoenas since the Farber case, members of the press have devised creative strategies to combat or work around the legal system. All in all, two seemingly contradictory trends have emerged: the concept of a qualified, First Amendment privilege for reporters is emerging, while at the same time the number of subpoenas seeking confidential information is increasing. The complexity of society, the costs of litigation, and the court system itself may explain the current situation. (JL)

ED 224 093 EA 015 173

Broussard, Rolland L.

Inservice Activities Selected by School Administrators under an Individualized Statewide Incentive Program.

Pub Date-17 Aug 82

Note-14p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (36th, San Marcos, TX, August 15-20, 1982). For a related document, see ED 212 057.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Education, *Administrators, Elementary Secondary Education, Higher Education, Incentives, *Inservice Education, *Participation, *Professional Development, State Programs, Tables (Data)

Identifiers-Louisiana

A study of participation in the Louisiana Educational Employees Professional Improvement Program (PIPS) by the administrators in two parish (county) school systems indicated that the program was very attractive and that a wide variety of university courses, workshops, conferences, and conventions were attended under the program. PIPS, made operational in July 1981, provides monetary incentives to educators who improve their skills or abilities while following a personally prepared 5-year plan of professional development involving both academic and inservice projects. The school systems studied were selected as representative of the systems in the state. Over 90 percent of the administrators in these two systems participated. Tables present the types of academic and inservice pursuits undertaken by principals, assistant principals, and central office administrators in each school system (as well as percentages of each type of administrator participating), the numbers of administrators pursuing college courses on campus or by extension, and sample listings of formal courses and inservice activities in which administrators typically participated. (Author/PGD)

Tyack, David
Toward a Social History of Law and Public Education.
Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-IFG-PR-A7
Pub Date-Apr 82
Grant-OB-NIE-G-80-0111
Note-73p.; Prepared for the IFG Seminar on Law and Education (July, 1981).

Available from-Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 ($1.00).
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Conflict Resolution, *Court Litigation, *Educational History, Educational Legislation, Elementary Secondary Education, *Public Education, Public Policy, *School Law, *Social History, State Legislation
Identifiers-*Special Interest Groups

This exploratory essay suggests the contours of a social history of law and public education. The essay departs from two traditional approaches to educational law: the study of landmark cases, and textbooks that delimit legally approved practice. Instead the changing dialectic between statutory and court-decided law is analyzed, stressing how Americans used the legal system in different periods to accomplish different purposes. Then the essay explores how school promoters and educational professionals used legislation to establish and standardize schools, how interest groups employed law to assert normative dominance for their own values, and how people used the courts to challenge established practices or to resolve conflicts. Quantitative pilot studies are used to describe and explain changing patterns of litigation. Finally, an appraisal is made of recent attempts to use legislation and court action to promote social justice for neglected groups. (Author/MLF)

ED 224 180   EC 150 049

Canipe, Sharon W.
The Education of Gifted Children: A Case Study.
Pub Date-80
Note-19p.; Print in original document is poor.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Compliance (Legal), Educational Policy, Elementary Secondary Education, *Gifted, *Individualized Education Programs, Program Development, State Legislation, State Programs, *Talent
Identifiers-Charlotte Mecklenburg Public Schools NC, *Education for All Handicapped Children Act

The paper examines the intergovernmental relationships in policy making for the development of programs for gifted and talented students. A review of studies on provision of programs for gifted children cites inadequate and unevenly distributed services and analyzes the effects of PL 94-142, the Education for All Handicapped Children Act on expanded services to the gifted. The program for gifted students in Charlotte-Mecklenburg, North Carolina, schools is focused upon, including the state law and issues related to racial nondiscrimination. Admission standard changes and their possible racial ramifications are noted. Possible difficulties in providing individualized education programs (IEPs) to gifted students are discussed as is the lack of funds for gifted programing. (CL)

ED 223 833 CE 034 367

Related Reading and Mathematics Project. Final Report, 1981-82.

Monmouth County Vocational School District, Marlboro, NJ.

Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.

Pub Date-82

Note-78p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Disabilities, Integrated Activities, *Interdisciplinary Approach, Mainstreaming, *Mathematics Instruction, Outcomes of Education, Program Development, Program Effectiveness, Program Implementation, *Reading Instruction, Regional Schools, *Remedial Instruction, Secondary Education, Special Education, *Vocational Education

A project was conducted in the Monmouth County (New Jersey) Vocational School District to examine the combination of in-shop vocational education with reading and mathematics instruction for special needs students. Related mathematics and reading teachers worked with students in small groups and individualized settings in the school shop to teach and reinforce mathematics and reading concepts necessary for the students to succeed. The vocational instructors, in conjunction with the related teachers and a learning disability teacher consultant, identified students' deficiencies. A team effort was then established to remediate student deficiencies through the team approach within the shop. To provide practical help for the students, a series of workbooks was developed incorporating the job skills needed in entry-level jobs of various occupations, such as plumber and carpenter. In addition to these workbooks, approximately 26 performance records, which include content objectives and corresponding activities (such as puzzles, word searches, and use of fractions through measurement), were completed. As a result of the project, students increased their sight-word skills and gained more confidence in reading the numerical material used in the shop. Recommendations were made concerning length of sessions, pretests for handicapped students, and program design. Appendixes include the reading and mathematics skills matrix, word lists and tests used for pre- and post-testing, and copies of student intervention schedules. (KC)

ED 223 852 CE 034 397

Hall, John C. And Others

The Out-of-State Placement of Children: Southeast State Profiles. Major Issues in Juvenile Justice Information and Training.

Academy for Contemporary Problems, Columbus, Ohio.
Spons Agency-National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
Report No.-NCJ-80820
Pub Date-82
Grant-78-JN-AX-0038
Note-273p.; For related documents see CE 034 347-348 and CE 034 395-402.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Adolescents, *Agency Role, Children, Child Welfare, Delinquency, *Delinquent Rehabilitation, Foster Children, Laws, Legal Responsibility, *Placement, Public Policy, State Action, *State Agencies, State Legislation, State Officials, State Programs, States Powers, State Standards, State Surveys, Statewide Planning
Identifiers-*Out of State Placement of Children, *United States (Southeast)

This document, 1 in a series of 10, presents state profiles of the results of a systematic examination of child care agencies and their involvement with out-of-state residential care centers for children. This volume contains profiles of the Southeastern states of Alabama, Florida, Georgia, Kentucky, Maryland, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia and the District of Columbia. Each state profile contains five sections. The first two sections identify the officials in state government who facilitated the completion of the study and describe the general methodology used to collect the information presented. The third section offers a basic description of the organization of youth services as they relate to out-of-state placement policies. The fourth section offers annotated tables about that state's out-of-state placement practices. The discussion of the survey results includes: (1) the number of children placed in out-of-state residential settings; (2) the out-of-state placement practices of local agencies; (3) detailed data from agencies that placed five or more children; (4) use of interstate compacts by state and local agencies; (5) the out-of-state placement practices of state agencies; and (6) state agencies' knowledge of out-of-state placement. The final section presents observations and conclusions about state and local out-of-state placement practices that were gleaned from the data. (Data reported are for 1978.) (KC)

ED 223 972 CS 006 885

Manzo, Anthony V. Casale, Ula Price

Description and Factor Analysis of a Broad Spectrum Battery for Assessing Progress toward Reading Maturity.''

Pub Date- 82

Note-18p.

Pub Type- Tests/Questionnaires (160) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, Higher Education, Intellectual Development, *Maturity Tests, Reading Achievement, Reading Comprehension, *Reading Diagnosis, Reading Skills, *Reading Tests, *Test Construction, *Testing Problems, Test Reliability, Test Validity

Identifiers-*Assessment of Reading and Language Maturity

A test battery termed Assessment of Reading and Language Maturity'' (ALARM) contains 15 subtests designed to cover the major and minor elements involved in assessing and promoting progress toward reading-language-thinking and social-emotional maturity. Although still undergoing development, ALARM has been administered to and partially normed on over 800 urban and suburban youngsters between grades 6 and 14. Tests 1 through 3 attempt to establish if the student has achieved basic literacy. Test 4 covers syntactic complexity, test 5 is a modified cloze, and test 6 assesses reading comprehension. Tests 7 and 8, testing speed and accuracy in content area material and abstract verbal reasoning, require more complex mental operations and the integration of specialized areas of prior knowledge while reading. Tests 9 through 12 test even more subtle factors: elaborative thinking, socio-emotional factors, teaching/learning range, and cultural compatability. Tests 13 through 15, assessing critical judgments in the areas of useful information, reasonability, and comprehension and aesthetics, measure both comprehension and evaluative thinking. A preliminary factor analysis of the 15 subtests revealed 4 factors: developmental reading, major bracing elements, complementary elements, and trace elements. Although not fully satisfactory, ALARM appears to offer a paradigm for constructing profiles of reading-language-thinking and social emotional development at post-elementary levels. (JL)

ED 224 013 CS 207 182

Peterson, Blanche F.

Grasshopping across the Curriculum.

Pub Date-Jul 82

Note-21p.; Paper presented at the National Endowment for the Humanities/Beaver College Summer Institute for Writing in the Humanities (Glenside, PA, July 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Coordination, *Curriculum Design, High Schools, *Integrated Curriculum, *Interdisciplinary Approach, *Student Centered Curriculum, *Writing Instruction, Writing Skills

Identifiers-*Writing across the Curriculum

A writing across the curriculum project at Trumbull High School (Connecticut) is based on a cross section of English, science, and career education courses: advanced composition, science fiction, physics, chemistry, biology, and vocational agriculture. It focuses on writing as a mode of learning; extending and refining the students' processes of thinking, writing, and learning; and flexible team cooperation in the planning and execution of the project. The grasshopper can be examined and written about from the perspectives of the six different courses. In composition class, writing about science will serve as a lead-in to writing for different purposes and to writing across the curriculum. Five of the seven project proposals accepted for the fourth launch of the space shuttle Columbia'' involved students from Trumbull High, and these proposals could serve as models of persuasive discourse. The logistics of the project can be handled through scheduling, keeping track of cross-registered students, and dissemination of information through handouts. How to apportion credit for cross-class work and calendar synchronization are other considerations. Still, what must remain central to this project is the focus on the students. (JL)

ED 224 128 EA 015 214

Tilden, Scott W.

Working with the Media. Basic School PR Guide.

National School Public Relations Association, Arlington, Va.

Pub Date-80

Note-36p.; One in a series of eight Guides which comprise the Basic School PR Kit. Appendices may not reproduce due to small print of original document. For related documents, see EA 015 213-220.

Available from-Publications, National School Public Relations Association, 1801 North Moore Street, Arlington, VA 22209 ($7.50 each; $37.50 for set of eight).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Role, Cable Television, Elementary Secondary Education, Guidelines, Information Dissemination, *News Media, News Writing, *Public Relations, *Radio, *School Community Relationship, *Television

Identifiers-Crisis Management, *Press Releases

To help improve school public relations programs, this handbook covers communications with print and broadcast media. An overview briefly discusses education's relationship to the media. Chapter 1, on preparations for working with the media, advises making personal contact with media persons and suggests how to prepare, what information to get, and what not to say. Chapter 2 considers news releases and discusses what to write about, knowing what to include (who, what, where, when, why, and how), finding the right story angle and lead sentence, keeping the release readable, using the correct news release format, pretesting stories, and getting the release to the media. Chapter 3 recommends how to handle crises, including identifying spokespersons in advance, using a rumor control center, keeping school staff informed, and establishing a crisis team. Working with radio, television, and cable television is outlined in chapter 4, which covers public service announcements, planning for broadcast media, and program production for cable television. Chapter 5 lists evaluation criteria, and chapter 6 briefly summarizes the handbook. Five appendices provide samples of fact sheets, news sheets, and news releases as well as guidelines for radio usage. (RW)

Bardellini, Susan, Comp. Hartman, Rhona C., Comp.

Higher Education and the Handicapped: Resource Directory, 1982-1983.

American Council on Education, Washington, DC. HEATH/Closer Look Resource Center.

Spons Agency-Department of Education, Washington, DC.

Pub Date-82

Contract-300-80-0857

Note-27p.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Accessibility (for Disabled), College Students, *Disabilities, Employment, Federal Aid, Federal Legislation, Federal Programs, *Financial Support, Hearing Impairments, *Higher Education, Learning Disabilities, Legal Problems, *Organizations (Groups), *Resources, Visual Impairments

Identifiers-*Rehabilitation Act 1973 (Section 504)

The resource directory lists agencies helpful in resolving issues regarding higher education and disabled students. A brief analysis of provisions of the Rehabilitation Act of 1973 (Section 504) is followed by a listing of Section 504 Technical Assistance staff in 10 regional offices and a discussion of support and funding resources. Descriptions of agencies or publications are provided on the following topics: general awareness, disability awareness (hearing and vision impairment and learning disability), architectural accessibility, program accessibility, employment, independent living, legal resources, and federal resources. (CL)

ED 224 263 EC 150 650

Webb, James T. And Others

Guiding the Gifted Child: A Practical Source for Parents and Teachers.

Report No.-ISBN-0-910707-00-6

Pub Date-82

Note-262p.

Available from-Ohio Psychology Publishing Co., 5 E. Long St., Suite 610, Columbus, OH 43215 ($11.95).

Pub Type- Books (010) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-*Child Rearing, Communication (Thought Transfer), Depression (Psychology), Elementary Secondary Education, *Gifted, *Parent Child Relationship, *Parent Role, Parent School Relationship, Peer Relationship, Preschool Education, Stress Variables, *Student Needs, *Student Problems, Talent Identification, Testing

The book addresses common concerns of parents regarding the emotional needs of gifted children. Chapter I gives an overview of giftedness along with underlying myths and stereotypes that exist about gifted childre. Chapters II through XII focus on specific characteristics, frequently occurring problems, and particular suggestions for modifying behaviors. Topics covered include the following: identification and testing of the gifted, motivation, discipline, stress management, communication of feelings, peer relationships, tradition breaking, depression, and parent relationships. Written by the mother of a gifted child, Chapter XIII gives a perspective on the parent's experience and touches on schooling, testing, dealing with educators, and private schooling. Chapter XIV contains an annotated bibliography of 44 resources including journals, periodicals, books, and articles. A final chapter lists associations and advocacy groups for gifted children. (SW)

ED 224 282 FL 013 111

Cripwell, Kenneth R.

Microteaching in the Training of Teachers of English as a Second or Foreign Language.

Pub Date- 79

Note-9p.; In: Microteaching and EFL Teacher Training. A Report of a Workshop. Working Documents 1.

Available from-Not available separately; see FL 013 108.

Pub Type- Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Class Activities, *English (Second Language), Higher Education, Inservice Teacher Education, *Language Teachers, *Microteaching, *Second Language Instruction, Student Teachers, Teacher Education, Teaching Methods

An outline and discussion of a 2-week microteaching program is presented. First, background information is given on the type of students in the program at the Institute of Education in London. These students are presumed to know and to have used foreign language teaching skills. Secondly, the eight sessions are discussed. These sessions include the presentation of 10 lexical items, a structure, and drilling of the structure, each in filmed segments of from 5 to 10 minutes. In order to overcome problems associated with peer-teaching, the student-teacher is required to teach vocabulary of an exotic language. Third, the problem of nervousness at being filmed and observed is dealt with. In this situation, a number of initial trust-building exercises has been found effective. Fourth, some of the problems connected with microteaching and modelling are mentioned. These deal with use of previous microteaching recordings, the teacher's role, and possibilities of further microteaching sessions. Appended to this article is a program of a workshop on microteaching that was held in London and two sample exercises. (AMH)

ED 224 302 FL 013 337

Cote, Andre Cote, Ellyn

A Case Study: Bilingualism - The Link to International Trade in Miami.

Pub Date-82

Note-28p.; Paper presented at the Eastern Michigan University Conference on Spanish for Bilingual Careers in Business (Ypsilanti, MI, March 16-20, 1982).

Available from-Not available separately; see FL 013 333.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Biculturalism, *Bilingualism, Case Studies, Economic Factors, Employment Opportunities, *Employment Patterns, Employment Statistics, *Hispanic Americans, International Relations

Identifiers-*Florida (Dade County)

The metropolitan Miami area is a thriving bilingual community that uniquely exemplifies the utility of Spanish for business careers. Miami is unique in its large Latin population, the success of this population, and the proximity of Miami to the Caribbean and Latin American markets. The impact of the Latin population of Miami on education and employment in international trade is examined. Numerous statistical tables are presented on area employment in 1975 and 1980 in a variety of economic sectors. The data show rates of change for both total and international sector employment in each industry. The substantial Latin population accounts for the majority of bilingual education enrollments in elementary and secondary schools and stimulates a range of educational activities such as enrollment in university level Spanish language classes. Changes in employment patterns between 1975 and 1980 illustrate the increased role of international business and tourism, which in Dade County reflects primarily the impact of the Latin community. While total employment increased only 19 percent over this period, international sector employment increased 141 percent. The economic success of the Latin population is strongly tied to adherence to their culture. Thus, increased bicultural sensitivity and orientation are required on the part of the Anglo population of Dade County if it is to participate in the growing opportunities in international trade. (RW)

ED 223 794 CE 034 043

Driver Education Mandate: A Preliminary Report.
Illinois State Board of Education, Springfield.
Pub Date-Feb 82
Note-40p.; Small type in tables may not reproduce well.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Compulsory Education, *Driver Education, *Educational Legislation, Policy Formation, Public Schools, Secondary Education, *State Legislation, Vocational Education
Identifiers-*Illinois

A review of material on driver education in Illinois was conducted to support the recommendation that the state mandate for driver education be removed. Examination of the historical background and the components of the mandate suggested that there were three major goals for driver education: traffic accident reduction, provision of driver education for individuals between 18 and 21 years of age, and provision of a mechanism for training and licensing youth 15 to 18 years of age. Only the goal of providing for early licensing was found to have been met. It was recommended that the State Board of Education support legislation to (1) repeal the state requirement for classroom and behind-the-wheel training in the public secondary school curriculum, (2) amend early licensing provision, (3) amend the statutory provision concerning personnel certification requirements, (4) amend the statutes to authorize school districts to provide a comprehensive driver education program directly or indirectly through contract, and (5) amend the statutes to provide that the secretary of state shall have sole responsibility for licensing and supervision of commercial training driver schools. (Tables of selected national and Illinois data are appended.) (YLB)

Bright, Jeffrey P. And Others
An ESL Literacy Resource Guide. A Handbook for ESL/Adult Educators in Illinois.
Illinois Statewide English as a Second Language/Adult Education Service Center, Arlington Heights.
Spons Agency-Illinois State Board of Education, Springfield. Adult and Continuing Education Section.
Pub Date-Nov 82
Note-57p.; For related documents, see CE 034 432-435.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adult Education, *Adult Literacy, *Adult Programs, *English (Second Language), *Illiteracy, Instructional Materials, Limited English Speaking, *Literacy Education, Phonics, Second Language Instruction, Second Language Learning, Student Evaluation, Teaching Methods

This guide is intended to assist English-as-a-Second-Language (ESL) adult educators in knowing which of the available literacy resources are particularly useful and why. It is divided into three sections. Section 1 focuses on initial considerations for ESL instruction, offers some literacy perspectives for ESL, overviews the ESL literacy problem, makes assumptions about non-literate, zero-English-level learners that should be adopted, lists types of ESL literacy learners (pre-literate, illiterate, semi-literate); and discusses goals of ESL literacy instruction. Section 2 considers ESL literacy instruction in the classroom. The three stages of ESL literacy pre-literacy, beginning literacy, and initial reading are briefly explained. The discussion then shifts to selection of content for literacy classes, expanded descriptions of three prime strategies for each of the three stages of ESL literacy, and classroom materials. Sample materials are provided for a lesson on health and a lesson sequence on survival signs. Section 3 focuses on matters for reconsideration discussing the place of phonics in ESL literacy, listing the rationale and disadvantages of some programmatic and curricular options available to ESL programs serving non-literate learners, highlighting administrative and pedagogical considerations to be taken into account when planning an ESL literacy program, and suggesting some means of assessing literacy skills at intake. Listings of printed and community resources are also provided. (YLB)

ED 223 891 CE 034 467

Brown, Arthur

Asphalt and Wood Shingling. Roofing Workbook and Tests.

California Educational Advisory Committee for the Roofing Industry, Sacramento.; California State Dept. of Education, Sacramento. Bureau of Publications.

Pub Date-82

Note-74p.; For related documents, see ED 203 139, ED 212 816, ED 215 211-212, and ED 219 595-596.

Available from-Publications Sales, California State Dept. of Education, P.O. Box 271, Sacramento, CA 95802 ($5.25).

Pub Type- Guides - Classroom - Learner (051) - Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Asphalts, *Construction (Process), *Construction Materials, Equipment Utilization, Hand Tools, *Roofing, Safety, Secondary Education, Vocational Education, Workbooks

This combination workbook and set of tests contains materials on asphalt and wood shingling that have been designed to be used by those studying to enter the roofing and waterproofing trade. It consists of seven instructional units and seven accompanying objective tests. Covered in the individual units are the following topics: shingling materials, tools, and equipment; safety on shingling jobs; preliminary work; application of asphalt shingles in new construction; reroofing with asphalt shingles; application of roll roofing; and application of wood shingles and shakes. Each unit contains performance objectives, text, and a study assignment. Also included in the guide are lists of required and suggested instructional materials and a glossary. (MN)

ED 223 910 CE 034 620

Hill, Pamela

Replace the Carburetor Diaphragm. Pulse-Jet Style with Automatic Choke. Fuel System. Student Manual 2. Small Engine Repair Series. First Edition.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date-82

Note-38p.; For related documents, see ED 222 717, ED 221 760-767, and CE 034 617-621.

Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Auto Mechanics, Behavioral Objectives, *Disabilities, *Engines, Equipment, Hand Tools, High Interest Low Vocabulary Books, Job Skills, Learning Activities, Learning Disabilities, Mainstreaming, Mechanics (Process), Motor Vehicles, Power Technology, Secondary Education, *Special Education, Technical Education, Units of Study, Vocational Education

Identifiers-*Automotive Fuel Systems, *Carburetors, *Small Engine Mechanics

This student manual, part of a small-engine repair series on servicing fuel systems, is designed for use by special needs students in Texas. The manual explains in pictures and short sentences, written on a low reading level, the job of replacing carburetor diaphragms. Along with the steps of this repair job, specific safety and caution information is frequently noted. To reinforce consistency in material presented to the slow learners, the pictures and written words correspond exactly with the pictures and wording on a corresponding audiovisual presentation. A progress chart for rating the students is included in the manual. (KC)

ED 223 952 CG 016 361

Midlarsky, Elizabeth

Competence, Reticence and Helping by Children and Adolescents.

Pub Date-Aug 82
Note-17p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescents, *Age Differences, *Altruism, Behavior Patterns, Child Development, *Children, Elementary Secondary Education, *Helping Relationship, Humanitarianism, Interpersonal Relationship, *Motivation, Prosocial Behavior

Considerable attention has been paid to the question of whether altruism increases with age through the years of childhood and early adolescence. The relationship between age and helping was examined for 128 boys and 128 girls in the first experiment. A second sample of an additional 256 participants was then studied to investigate factors which may inhibit helping behaviors. Results were consistent with earlier findings of a curvilinear relationship between age and helping, with 4th and 10th graders helping significantly more than 1st and 7th graders. More help was given to a toddler than to an age-peer and to a person whose injury appeared serious. Results from the second sample suggested that helping by younger children was inhibited by fear of possible inadequacy, while helping by adolescents was inhibited by fear of disapproval or sensitivity to possible embarrassment felt by potential recipients. Helping was inhibited least under the conditions of high recipient dependency (very young victim, serious injury). (Author/JAC)

ED 224 053 CS 503 968

Johnson, J. David

A Mathematical Model of the Effects of Internal Group Pressures, of Group Communication, and of Out-Group Communication on Attitude Change in Human Communication Networks.

Pub Date-May 80

Note-63p.; Paper presented at the Annual Meeting of the International Communication Association (Acapulco, Mexico, May 21-25, 1980).

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Attitude Change, Communication (Thought Transfer), Communication Research, *Group Dynamics, Influences, Literature Reviews, *Mass Media, *Models, *Network Analysis, *Social Networks

A mathematical model that describes attitude change in human communication networks is developed in this paper. The parameters of the model are drawn from a review of the literature related to network analysis, small group influence, mass communication, and attitude change. The literature review identifies key variables that influence attitude change in social networks, including those of valuation, strength, apprehension, rate of contact, accumulated information, and the discrepancy between the initial attitudes of two communicators. Including these variables, the final mathematical model ultimately predicts that in most social systems there will be pools'' of disparate attitudes that are a result of group influence processes, out-group communication, and the relative rates of communication in a human communication network. The paper concludes with a discussion of the importance of these findings for organizational communication, mass communication, diffusion, and small group research. An extensive bibliography is also provided. (HOD)

Sullivan, Jayne E. Rogers, Bruce G.

Listening Retention of Children as a Function of Mode of Presentation.

Pub Date-Apr 81
Note-12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Researchers, *Filmstrips, Grade 3, *Instructional Films, Learning Modalities, *Listening, Literature, Primary Education, *Reading Aloud to Others, *Retention (Psychology), *Teaching Methods

A study compared the listening retention of third grade pupils when a literature passage was presented via the teacher showing a film, showing a sound filmstrip, and reading from a book. The words and pictures in each presentation of a children's fantasy story were identical in each case. Subjects were 30 randomly selected pupils in each of the 20 third grade classes in a semirural public school system, for a total of 600 students. To separate the effect of the teacher from the treatment effect, each class of 30 was randomly divided into three groups of 10 before separately receiving the three treatments. At the conclusion of the three treatments, the listening retention test developed for the study was administered to all 30 pupils. Analysis of results showed no significant differential effects between the treatments. (JL)

ED 224 113 EA 015 199

School Facilities Survey, 1981-82.
RGDC, Inc., Oklahoma City, OK.
Pub Date-82
Note-20p.
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Facilities, Elementary Secondary Education, Facility Case Studies, Facility Inventory, Facility Requirements, *Needs Assessment, Questionnaires, School Districts, State Surveys, *Statewide Planning
Identifiers-*Oklahoma

This questionnaire, contained in booklet form, was to be completed by Oklahoma school districts to enable the department of education to determine space needs and priorities. A list of definitions is followed by questions dealing with general information, the site, building characteristics, and structural characteristics. Items regarding inventories for facilities and building deficiencies are followed by spaces for comments on major substandard conditions, improvements currently under construction, additional educational space needed, planned bond issues, and additional comments. The questionnaire ends with 12 summary statements describing a school. All applicable statements are to be checked by the respondent. (MLF)

ED 224 181 EC 150 302

Job Development Workshop: Trainer's Manual. A Modern Sales Approach for Creating New Job Opportunities.

Association for Retarded Citizens, Arlington, TX. National Research and Demonstration Inst.

Spons Agency-Prudential Foundation, Newark, N.J.

Pub Date-82

Note-127p.; The Charles E. Merrill Trust also provided a grant.

Available from-ARC Association for Retarded Citizens, 2709 Avenue E East, Arlington, TX 76011 (no price quoted).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adults, *Employer Attitudes, *Employment Opportunities, Employment Potential, *Mental Retardation, *Salesmanship, Volunteers, Workshops

Identifiers-Association for Retarded Citizens

Intended for use by local units of the Association for Retarded Citizens, the manual is a guide to holding an 8-hour workshop to 1) motivate members to become involved in seeking new jobs for retarded people, and 2) training these volunteers in modern sales techniques to use in approaching employers. The first section contains information for preparing for the session including suggestions for who should participate, the size of the workshop, the workshop setting, materials needed for the workshop, personnel needed to conduct the workshop, preparing presentations, staying on schedule, and the workshop timeframe. The second section contains specific guidelines and workshop materials, including scripts for oral and audio-visual presentations and guidelines for group activities. A detailed agenda is provided. Each activity is preceded by a summary sheet which includes purpose and steps involved. This is followed by a script and copies of the other materials needed. Among activity titles are the following: Job Development and Job Placement,'' The Salesperson's Image,'' Getting Qualified Appointments,'' Analyzing a Sales Presentation,'' and Handling Objections,'' (DB)

ED 224 243 EC 150 627

Hawkins-Shepard, Charlotte

Information Needs and Services Related to Hearing Impairment.

Pub Date-18 May 82

Note-25p.; Paper presented at the Meeting of the Tidewater Association for Hearing Impaired Children (Virginia Beach, VA, May 18, 1982).

Pub Type- Guides - Non-Classroom (055) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Hearing Impairments, *Information Dissemination, *Information Needs, *Information Services, *Information Systems, National Surveys, *Needs Assessment, Telecommunications

The paper reviews the literature on information needs of parents and teachers of hearing impaired children and of the general public regarding hearing impairments. Survey results from a descriptive study on national patterns of information seeking and providing regarding hearing impairment are summarized in terms of information inquiries received by 1,057 organizations and information responses provided, and information needs of 550 individuals concerned with hearing impairment. Among findings were that 72% of the requests to organizations concerned local resources; topics of greatest requests included deafness in general, manual communication/sign language, lipreadng/speechreading/speech, and telecommunication devices; slightly over half of the organizations had a telecommunication device; and approximately one-third of all responding individuals appeared to be less than satisfied with the information services they received. Data suggested the need for wider dissemination of available information to individuals and information providers, and for focal points through which inquiries can be channeled so that requests are handled by those information providers best prepared to respond appropriately. Summaries of nine information centers and systems are provided. (CL)

ED 223 776 CE 033 401

Mitchell, M. K. And Others
Definition of Alaskan Aviation Training Requirements. Final Report.
American Airlines Training Corp., Dallas/Fort Worth Airport, TX.
Spons Agency-Alaskan Aviation Safety Foundation, Anchorage.
Pub Date-Jul 82
Note-198p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Competence, *Educational Needs, *Flight Training, *Needs Assessment, Postsecondary Education, Program Development, *Training Methods
Identifiers-*Alaska

Because of high accident rates and the unique conditions faced in Arctic flying, a project was conducted to develop a training program for airline pilots flying over Alaska. Data were gathered, through the critical incident method in conjunction with traditional job-analysis procedures, about how experienced Alaskan pilots learned to cope with the many challenging problems faced by Alaskan aviators. During the course of the study, investigators traveled to 54 locations throughout Alaska, interviewed approximately 177 air taxi operators and pilots, visited aviation facilities, and attended several seminars and lectures. Using a questionnaire, 2-hour interviews were conducted on a 1-to-1 basis, collecting background information, data on operational conditions in the Alaskan environment, and specific techniques that have helped the respondents to cope with hazardous situations. Information collected from the interviews showed that although some training requirements and the training objectives to meet those requirements were applicable to Alaskan aviation in general, the majority were specific to different geographic areas in the state and also to different types of aircraft. It was also determined that the primary emphasis of an Alaskan training system should be the development of pilot decision-making skills rather than on manipulative flying skills. The study identified several factors that must be considered in the design of an Alaskan aviation training system, such as accessibility to the various communities and stress on decision-making skills. A proposal was developed to validate these conclusions and to develop such a training system. (KC)

ED 223 814 CE 034 294

Television Equipment Repairmen, 7-3. Military Curriculum Materials for Vocational and Technical Education.

Air Force Training Command, Keesler AFB, Miss.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-519p.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF02/PC21 Plus Postage.

Descriptors-Color, Electronic Equipment, *Equipment Maintenance, Military Personnel, Military Training, Postsecondary Education, Safety, Secondary Education, *Service Occupations, Supervisory Methods, *Technical Education, *Television Radio Repairers, *Video Equipment

Identifiers-Military Curriculum Project

These military-developed curriculum materials consist of four volumes of individualized, self-paced text and workbooks for use by those studying to become television equipment repairmen. Covered in the individual volumes are the following topics: supervision, training, and maintenance techniques (supervision and training, safety, maintenance principles, and testing equipment); equipment maintenance (power supplies, monitoring facilities, audio systems, and color television); auxiliary equipment; and systems maintenance (troubleshooting, repair, and diagnosing system troubles). Each chapter contains objectives, coded text, exercises, and answers keyed to the text for self-evaluation. (MN)

ED 223 932 CG 016 341

Madden, Margaret E.

Women's and Men's Marriages: Marital Satisfaction, Perceived Control, and Attitudes toward Women.

Pub Date-Apr 82

Note-9p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Decision Making, *Individual Power, Interpersonal Relationship, *Locus of Control, Marriage, *Power Structure, *Sex Differences, Sex Role, Social Attitudes, Spouses

Identifiers-*Marital Satisfaction

Previous research on marriage indicates that perceptions of control are important to marital satisfaction. To investigate the relationship between attributions of personal control and other variables in marriage, e.g., measures of satisfaction, decision making, and task performance, and attributions of control over decisions and tasks, and to analyze the association between perceived control and power in marriage, married couples (N 37) completed a marital satisfaction scale and a measure of gender role attitude. Results showed gender differences in variables related to marital satisfaction. For both sexes perceived control over activities was the only variable correlated with marital satisfaction, and it was more highly correlated for women. Regression analyses showed that for women, perceived control over decisions and frequency of activity performance predicted activity control; for men, perceptions of spouse's control and personal decision control were related to activity control. Women were more concerned about whether they could choose to do tasks and they do them more, but they didn't feel they got power from task performance. Findings suggest that control over activities is important to marital satisfaction and plays a more important role for women than for men, and that a major issue in marriage today is the division of labor. (PAS)

ED 223 993 CS 006 922

Grocke, Margaret

Interactive Development of Reading Skills in an Educational Clinic.

Pub Date-Sep 82

Note-20p.; Paper presented at the Annual National Conference of the Australian Group for the Scientific Study of Mental Deficiency (18th, September 1982).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Computer Assisted Instruction, Elementary Education, Foreign Countries, Program Descriptions, Program Evaluation, Reading Attitudes, *Reading Comprehension, *Reading Difficulties, *Reading Improvement, *Reading Instruction, Reading Skills, *Sight Vocabulary, Vocabulary Development

Identifiers-Australia

Computer-based reading programs have been used at the City Educational Clinic in Canberra, Australia, to improve the reading skills of children who are "reading disabled.'' Children interacted with the computer via a graphic display, touch sensitive screen, and synthesized speech. The first program taught a basic sight vocabulary and allowed children to construct their own sentences from word lists. A modified cloze procedure was used in the second program, in which the child chose the missing word in a paragraph from a number of alternatives presented. If the child could not read a word in the displayed paragraph, he or she could have it spoken by the computer. Spoken or visual feedback was given to all the child's responses. Reports from classroom teachers indicated that the program improved self-confidence and interest in reading for many children. Important motivating factors included a program design in which the child could experience success and which provided immediate and explicit feedback. Evaluation studies indicated significant gains in sight vocabulary and reading comprehension scores after 4 to 5 hours of computer-based instruction. (HTH)

ED 224 094 EA 015 174

Van Meter, Eddy J.

Planned Educational Change: A Typology of Overlapping Perspectives.

Pub Date-16 Aug 82

Note-15p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (36th, San Marcos, TX, August 15-20, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitudes, *Change Strategies, *Classification, *Educational Change, Educational Planning, *Educational Research

Identifiers-*Change Perspectives

As a means of organizing the diverse literature on and approaches to planned educational change, the author proposes a typology that focuses on change perspectives. Whereas previously proposed typologies classified approaches to change according to the change strategies or processes utilized, the current proposal urges using change perspectives,'' which can be loosely defined as frames of reference within and around which people organize their thinking and work. The nine perspectives proposed are those oriented toward (1) critical and radical reform, (2) legislated and mandated change, (3) knowledge production and utilization, (4) institutional planning and forecasting, (5) conflict and institutional politics, (6) organization development and renewal, (7) training and staff development, (8) individual and self-directed change, and (9) behavioral shaping and influencing. These perspectives are loosely arranged into three overlapping tiers according to the level of intended emphasis: perspectives 1-3 are primarily directed to larger social systems, perspectives 3-7 to the institutional or organizational level, and perspectives 6-9 to the level of the individual person. After discussing the assumptions relating to each perspective and noting some issues that may arise from the use of mixed perspectives, the author calls for further research to test the typology. (Author/PGD)

ED 224 146 EA 015 235

Richards, Craig

Employment Reform or Pupil Control? Desegregation, Bilingualism and Hispanic Staffing in the California Public Schools.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No.-IFG-PR-82-A9

Pub Date-Apr 82

Grant-OB-NIE-G-80-0111

Note-30p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Available from-Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 ($1.00).

Pub Type- Reports - Research (143) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Secondary Education, *Employment Patterns, *Equal Opportunities (Jobs), *Hispanic Americans, *Minority Group Teachers, *Professional Personnel, Public Policy, Public Schools, School Districts, Social Action, Social Theories, Tables (Data)

Identifiers-*California

Changes in California's public school Hispanic teacher employment practices and the contribution of bilingual categorical funding and regulations to these practices in the period 1967-1980 are described and interpreted. The paper attempts to clarify these related issues of fact and interpretation by first describing the relative levels and direction of change in the employment of Hispanic teachers; second, describing the specific contribution of bilingualism to increased employment of Hispanic teachers; and finally, interpreting these changes in light of the social reform and social control theses. The social reform thesis argues that existing political institutions are capable of enforcing structural social reform, whereas the social control perspective states that schools cannot be expected to become significantly more equal than the larger society. The findings show that the employment of Hispanic teachers has not kept pace with the increase in Hispanic pupils and that the employment patterns increased the presence of Hispanic educators in Hispanic segregated schools and communities but not in Anglo segregated schools. Policy implications are that only a concerted planning effort directed at the state level and supported with significant increases in state and federal funding will reverse this trend. (Author/MLF)

ED 224 163 EA 015 256

A Crisis of Confidence: Has America Lost Faith in Its Schools?

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-81

Note-15p.; Bound with: IFG Policy Perspectives (Sum 1981), Overeducation: The Growing Imbalance between Education and Work.'' Not available in paper copy due to small print and colored paper of original document.

Available from-Publications, Institute for Research on Educational Finance and Governance, School of Education; CERAS Building, Stanford University, Stanford, CA 94305.

Journal Cit-IFG Policy Notes; v2 n3 Sum 1981

Pub Type- Collected Works - Serials (022) - Opinion Papers (120) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Centralization, *Educational Policy, Elementary Secondary Education, Financial Support, Foreign Countries, Higher Education, *Policy Formation, Public Opinion, Research Projects, *School Support, Special Education, *Underemployment

Identifiers-Great Britain, *Overeducation

This collection of short articles addresses several issues. The first article briefly discusses the growing lack of confidence in schools, with a glance at the role of the mass media. The second article, an interview on the same topic, looks at the state's loss of credibility regarding education and other areas in the United States and other countries. This article suggests that rather than a lack of confidence in schools, the crisis is really over who governs the system and whose interests are represented. The benefits of the teacher seniority system are examined in the next article. Another article looks at how policy frameworks affect policy choice, especially regarding the differences between special education policy in the United States and Britain. Briefly examined in another article are the current research activities at the Institute for Research on Educational Finance and Governance. A final longer article looks at the growing problem of overeducation. The author looks at several definitions of overeducation: decline in salaries of college graduates, lack of the jobs college graduates expected to find when they entered college, and workers who are overskilled. The article concludes that overeducation currently presents a problem to both individuals and the private and public sectors. (Author/JM)

Black, Talbot And Others

TADS Needs Assessment Procedures Manual, Summer 1980.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date-80
Contract-300-77-0507
Note-105p.; For related documents, see EC 150 606-608.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Data Collection, *Delivery Systems, Demonstration Programs, *Disabilities, Early Childhood Education, *Needs Assessment, Program Development, *Program Evaluation, Records (Forms), *Technical Assistance
Identifiers-Handicapped Childrens Early Education Program, *Technical Assistance Development System

The TADS (Technical Assistance Development System) Needs Assessment Manual is designed to guide the comprehensive review of Handicapped Children's Early Education Program (HCEEP) demonstration projects in identifying technical assistance needs. An introduction reviews the TADS technical assistance model which includes program planning, needs assessment, technical assistance agreements, delivery of services, and evaluation. Section 1 reports on recommended procedures for preparing for needs assessment (including the designation of a needs assessment facilitator and review of the project's organizational structure and decision making process). Section 2 considers procedures for conducting a comprehensive program review of the project's status as it relates to current accomplishments, projected accomplishments, and tasks to be completed during the year. A third section describes procedures for selecting the needs or areas in which technical assistance is desired, refining the selected needs into technical assistance need statements, arranging the technical assistance needs in priority order from most to last important, and developing a plan to address each technical assistance need. A final section briefly offers suggestions for preparing the summary report, summarizing the process, and returning the appropriate materials to TADS. Attachments make up the remainder of the document and include procedures for handling needs assessment information, an HCEEP demonstration project profile needs assessment instrument, an HCEEP model development guide, and example of a rated profile page, an HCEEP demonstration project profile summary page, an example of a memorandum of agreement, an example of a technical assistance agreement work sheet, an example of a technical assistance activities sequence, and a summary report form. (SW)

ED 224 264 EC 150 651

Smith, Barbara J.

Policy Considerations Related to Early Childhood Special Education. Special Education in America: It's Legal and Governmental Foundations Series.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-82

Contract-400-81-0031

Note-30p.; For related documents, see EC 150 652-653.

Available from-The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (Publication No. 253, $4.00).

Pub Type- Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cost Effectiveness, *Disabilities, *Educational Policy, *Federal Legislation, Infants, *Intervention, Literature Reviews, *Preschool Education, Program Effectiveness, *State Legislation

As part of a series on the legal and governmental foundations governing education of handicapped and gifted children, the booklet focuses on the provision of developmentally appropriate services to handicapped infants and preschool age children and their families. An initial section reviews the literature on the benefits of early intervention in terms of value to children, value to families, social benefits, and economic benefits. Charactertistics of early childhood special education programs are briefly considered in a second section. Federal and state early childhood special education policy are examined in the third and fourth sections, with particular emphasis on P.L. 94-142 (the Education for All Handicapped Children Act) and Section 504 of the Rehabilitation Act of 1973. Discussed are considerations that are essential in framing a public policy, along with the fiscal ramifications of these considerations. (Author/SW)

ED 224 283 FL 013 179

Holst, Janet

Linguistics and the Teaching of Poetry to Advanced Learners of EFL.

London Univ. (England). Inst. of Education.

Pub Date-80

Note-27p.; In its English Literature for EFL,'' Working Documents 2.

Available from-Institute of Education, London University, 20 Bedford Way, London W.C. 1, England.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Advanced Students, Class Activities, *English (Second Language), Higher Education, Language Styles, *Linguistics, Literature, *Poetry, *Reading Material Selection, Second Language Learning, *Teaching Methods

The place of poetry in teaching English as a foreign language (EFL) and the role of linguistics are considered. It is suggested that poetry teaching has a place in advanced EFL learners' progreams as a means of extending the learners' knowledge of the language and increasing their sense of appropriateness and sensitivity to language use. The value of a linguistic approach to teaching poetry is discussed, and suggestions are offered to help the teacher present the poem in class and make a preparatory analysis of a poem prior to class presentation. In addition, a list is presented of appropriate poems for students, grouped according to their exploitation of linguistic and poetic resource. Specially, the objective is to teach the communicative function of poetry (i.e., to discover how language is deployed to convey the poet's perceptions and concepts that make up the poem's unique view of reality, and its total imaginative, aesthetic, and linguistic effects). Difficulties posed by a new lexis, syntax, and interference resulting from the students' familiarity with the poetic features and resources of their native language are noted. It is suggested that the selection of poems be made on linguistic rather than aesthetic grounds. The poem Ambulances'' (Philip Larkin) is used to illustrate a linguistic approach to teaching poetry. Teachers are advised to consider the poem as a whole and the patterns apparent at different levels of the poem (grammatical features, lexical features, phonological features, and graphological features). (SW)

ED 223 973 CS 006 287

Flammer, August And Others

Wissen zum Fragen und Fragen nach Wissen. Forschungsbericht Nr 28 (Knowledge to Ask and Asking for Knowledge. Research Bulletin No. 28).

Fribourg Univ. (Switzerland).
Pub Date-82
Note-26p.
Language-German
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Processes, Higher Education, *Knowledge Level, Learning Theories, Prediction, *Prior Learning, *Questioning Techniques, *Reading Comprehension, *Reading Research

In a study investigating the nature of questioning, a group of subjects with little relevant knowledge and a group with a great deal of relevant knowledge were asked to prepare a chocolate mousse. During the preparation, the subjects were allowed to ask any number of questions and each was answered immediately. Results showed that the number of questions was distributed over the preknowledge variable according to an inverted U-shape. The proportion of contents of several questions interacted with the preknowledge in predicted ways. These predictions were based on a special knowledge model that assumed that the subjects mentally represented a structure of subactions. (German text with English abstract.) (Author/FL)

ED 224 033 CS 207 275

Becker, Sharon Kendall, Stuart
Using the Weekly Newspaper in Education.
Milwaukee Journal/Milwaukee Sentinel, WI.
Pub Date-82
Note-23p.; A publication of the Wisconsin Newspaper in Education Committee.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Class Activities, Classroom Techniques, *Content Area Reading, *Curriculum Enrichment, Elementary Secondary Education, Instructional Materials, Journalism Education, *Newspapers
Identifiers-*Weekly Newspapers

Intended for teachers in all subject areas at the elementary and secondary school levels, this booklet contains a variety of activities involving the use of the weekly newspaper as a teaching aid. Following a list of features of a weekly newspaper that make it suitable for classroom instruction, the activities are presented for elementary and secondary grades in each of the following subject areas: (1) language arts; (2) social studies; (3) mathematics; (4) science, health, and safety; (5) home economics; (6) business education; (7) foreign language; (8) music; (9) art; and (10) physical education. The activities offered include finding certain parts of speech in a news article, determining the percentage of space allotted to pictures and stories on a given page, drawing a floor plan based on an apartment

rental ad, and discussing a newspaper photograph in terms of perspective, balance, and proportion. (HTH)

ED 224 202 EC 150 384

Gough, J. Eric McBeath, Clare

An Evaluation of the Disabled Students Learning Project at Deakin University.

Deakin Univ., Victoria (Australia).

Spons Agency-Tertiary Education Commission, Canberra (Australia).

Pub Date-Dec 81

Note-62p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adults, Blindness, College Students, Course Content, Equipment, Foreign Countries, *Instructional Materials, Low Vision Aids, *Material Development, Partial Hearing, Physical Disabilities, Postsecondary Education, Program Costs, *Program Evaluation, *Severe Disabilities

Identifiers-*Australia, *Deakin University (Australia)

A project to adapt learning materials and provide support services for severely disabled persons 22-76 years old in Australia is described and evaluation data presented. Disabilities of the eight students included total blindness, severe physical disability, and partial deafness. Three courses were chosen for adaptation: Images of Man,''

Imperialism Expansion of Europe,'' and Introduction to Psychology.'' Procedures for transforming print material were developed (examples of modification for low vision students are appended). The evaluation concluded that the project was successful despite delays caused by machine modification problems and despite the additional cost incurred. (CL)

ED 223 795 CE 034 045

Hobbs, Ted

Evaluation of Work Experience Programs for Queensland State Secondary Students 1981.

Queensland Dept. of Education, Brisbane (Australia).
Pub Date-Apr 82
Note-90p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Apprenticeships, Career Education, Educational Research, Education Work Relationship, Experiential Learning, *Job Placement, Job Search Methods, Program Descriptions, Program Effectiveness, Program Evaluation, Secondary Education, Student Attitudes, *Student Employment, Teacher Attitudes, Vocational Education, *Work Experience Programs
Identifiers-*Australia (Queensland)

An evaluation of work experience programs in Queensland state secondary schools had three goals. It examined current practices and identified effective practices to guide program planning and development; based on expected student benefits, it provided a categorization of the types of experience that students encounter during work experience programs; and it determined teacher views on the importance and necessity of work experience in the school curriculum. The evaluation data collection proceeded through three stages: a preliminary study in metropolitan secondary and special schools, a mail survey of all state high schools and secondary departments regarding selected aspects of program organization, and on-site investigations. Three types of programs were offered: general programs offering work experience to all or most students in a particular year level, programs associated with special transition-to-work courses for selected students, and programs associated with the teaching of a particular subject. Nine categories of work experience placements were found: regular work, supernumerary, apprenticeship, learner assistant, guided tour, orientation (different work opportunities), onlooker, simulated, and school-based. Most coordinators and teachers felt that work experience benefited students, the school, and the community and should have a status approaching, but below that of, academic subjects in the curricula. (YLB)

ED 223 834 CE 034 368

Ciardello, Jean A. And Others
Vocational Placement Project. Final Report, 1981-1982.
New Jersey Univ. of Medicine and Dentistry, Piscataway.
Spons Agency-New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
Pub Date-82
Note-102p.; John O. Crites' Career Maturity Inventory was removed from Appendix II due to copyright restrictions.
Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adults, Counseling, *Employment, Experimental Programs, *Mental Disorders, *Program Effectiveness, *Vocational Adjustment, Vocational Maturity, *Vocational Rehabilitation

The main goal of the Vocational Placement Project of the Rutgers Medical School Community Mental Health Center (New Jersey) is to investigate ways to improve vocational rehabilitation and educational programs for the chronically mentally ill. A quasi-experimental design was used to evaluate a pilot vocational rehabilitation program to determine if there was a difference in the number of days employed for those who participated in the program compared to a control group that did not. An analysis of covariance showed significance only on five variables. Lack of great differences between the experimental and control groups occurred because not all subjects in the experimental group actually participated in the program. When this problem was corrected, participation in group and individual sessions was significant in almost every instance. The number of days worked in the program correlated positively with the number of individual and group counseling sessions. Participation in the program was also found to relate positively to work motivation, career maturity, and several ego functions. No significant differences were found between the experimental and control groups for the number of psychiatric symptoms reported by subjects. In fact, when previous employment was statistically controlled, program subjects were less symptomatic than control group subjects. As a result of the experiment, a vocational rehabilitation program in eight phases was proposed. It was recommended that these phases be supplemented by individual sessions and a work support group. (KC)

ED 223 853 CE 034 398

Hall, John C. And Others

The Out-of-State Placement of Children: A Search for Rights, Boundaries, Services. Major Issues in Juvenile Justice Information and Training.

Academy for Contemporary Problems, Columbus, Ohio.

Spons Agency-National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.

Report No.-NCJ-80821

Pub Date-82

Grant-78-JN-AX-0038

Note-220p.; For related documents see CE 034 347-348 and CE 034 395-402.

Pub Type- Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Adolescents, *Agency Role, Children, Child Welfare, Delinquency, *Delinquent Rehabilitation, Foster Children, Laws, Legal Responsibility, *Placement, Public Policy, State Action, *State Agencies, State Legislation, State Officials, State Programs, States Powers, State Standards, State Surveys, Statewide Planning

Identifiers-*Out of State Placement of Children

This report, 1 in a series of 10, contains the results of research on the law, literature, and interstate compacts pertinent to out-of-state placement of children. The report is organized into six chapters. Following an overview of the study in chapter 1, a synthesis of articles, books, and news stories in chapter 2 provides a historical perspective on out-of-state home care and changes in public attitude about out-of-state placement of children. Chapter 3 investigates the constitutionality of interstate placements and the legal authority of state laws for interstate placements. Chapter 4 describes the substantive and procedural elements of each of the three interstate compacts relating to the movement of children across state lines. In chapter 5, information on the case studies drawn during the project is provided, including why the case-study states were selected, the organization of services in each agency studied, and a summary of key findings and recommendations. Out-of-state placement policies, practices, and issues are also summarized, and pros and cons of current policies are examined. The final chapter draws together all major findings of this research on the out-of-state placement of children. It also summarizes the contents of the third volume produced by the study, which consists of policy essays commissioned by national studies within the overall project. (KC)

ED 223 892 CE 034 472

America at Work: The Evolving Role of Proprietary Vocational Education.
ITT Educational Services, Inc., Indianapolis, IN.
Pub Date- 82
Note-59p.
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Career Choice, Educational Benefits, *Educational Needs, Futures (of Society), *Job Training, *Labor Market, National Surveys, Postsecondary Education, *Proprietary Schools, School Choice, *School Role, *Vocational Education

A telephone poll examined the current and future role of proprietary schools in providing vocational education. A representative national cross-section of over 1,000 adults was surveyed regarding the value of specialized education, factors affecting selection of a training program, and intentions of possibly changing careers. Data collected from earlier studies and from the telephone poll were coordinated to compile a summary of current thoughts and facts about proprietary vocational education. Changes in the workplace in America during the next 5 years indicate an increasingly important role for proprietary vocational schools. Already 81 percent of the population believes that additional education will be required to meet the demands for new occupational skills. Enrollment in proprietary schools has grown by more than 20 percent in each of the last 2 years. While cost will continue to be a major factor in choosing a school, school reputation, diversity of curricula, and availability of services including employment assistance will also be decisive factors. Because proprietary schools are generally very sensitive to labor market needs and because they use their available resources effectively, it appears that they will continue to serve as a source of quality job training. (MN)

ED 223 953 CG 016 362

Gresham, Frank M.

Handbook for Behavioral Consultation.

Spons Agency-Iowa State Dept. of Public Instruction, Des Moines.

Pub Date-19 Mar 82

Note-106p.

Pub Type- Guides - Non-Classroom (055) - Reports - General (140)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Behavioral Objectives, Behavior Change, *Consultation Programs, *Counseling Techniques, Counseling Theories, *Counselor Role, *Counselor Teacher Cooperation, Counselor Training, Elementary Secondary Education, Guidelines, Models, Psychological Services, Pupil Personnel Services, *School Psychologists

This handbook provides an overview of the consultation role for the school psychologist and distinguishes between consultation and other forms of school psychological services. Three major consultation models in school psychology are reviewed: (1) mental health consultation; (2) organization-development consultation; and (3) behavioral consultation. The characteristics of behavioral consultation are defined and discussed, and its historical and theoretical background are examined. The materials identify stages and verbalizations in behavioral consultation and provide examples of practice exercises. Problem identification and analysis are discussed and suggestions are given for implementation. Problem evaluation and its importance to accountability are discussed. Examples of interview forms are included along with practice exercises throughout the document. (JAC)

ED 224 014 CS 207 213

Weeks, Janet O. White, Miriam B.

Peer Editing versus Teacher Editing: Does It Make a Difference?

Pub Date-Mar 82
Note-29p.; Paper presented at the Meeting of the North Carolina Council of the International Reading Association (Charlotte, NC, March 7-9, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis, Grammatical Acceptability, Intermediate Grades, Motivation Techniques, *Peer Evaluation, Prewriting, Sentence Structure, *Teacher Response, *Writing Evaluation, Writing Processes, *Writing Research, Writing Skills

Eighteen fourth grade students and twenty sixth grade students participated in a study to determine if there was a significant difference in the quality of written composition among students exposed to the peer editing process as opposed to those exposed to teacher editing. The control group consisted of 8 fourth grade students and 10 sixth grade students. The experimental group consisted of 20 students, 10 from each grade. Both the control and the experimental groups were given a pretest consisting of a motivational writing assignment entitled The Magic Wand.'' The students were presented a stimulus of a magic wand and brainstormed ideas about magic. From the pretest, errors were tallied in capitalization and punctuation, usage, and spelling. The average number of thought units per sentence was also calculated. Compositions were then given an overall holistic rating. The same motivating creative writing assignments were given to each group, one assignment per week, for 5 weeks. Training sessions of the peer editing process were conducted with the experimental group. Both groups were instructed in the composition process, including sentence combining, mechanics, and organization. Upon completion of the assignments, the writing of the control group was teacher edited and the writing of the experimental group was peer edited. A posttest (a replication of the pretest) was given to determine improvement in the students' writing skills. The results showed that differences were not significant but that the experimental group did show more improvement in mechanics and in the overall fluency of writing. (HOD)

ED 224 054 CS 504 023

Miyake, Naomi

Constructive Interaction.

California Univ., La Jolla. Center for Human Information Processing.
Spons Agency-Air Force Office of Scientific Research, Arlington, Va.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
Report No.-CHIP-113; ONR-8206

Pub Date-Jun 82
Contract-N00014-79-C-0323
Note-126p.; Several figures may not reproduce.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Communication (Thought Transfer), *Communication Research, Comprehension, *Interaction, *Interaction Process Analysis, *Interpersonal Communication, *Schemata (Cognition), *Speech Communication
Identifiers-*Conversation

To identify conditions that make a conversational interaction constructive in the sense that the participants can find the way toward the success of what they wanted to accomplish two situations were examined. In one, a professional researcher explained her data to a statistician. In the other, three groups of two people cooperated with each other to figure out how a sewing machine made its stitches. The goal for the statistics problem was to identify conditions for schema changes. It was observed that the two participants had different starting'' schemata, a situation that helped them to come to a constructive conclusion. Starting positions and end results were individualistic; the value of interaction came from the different understanding of the current topic that the participants applied to the interaction. A framework called a function-mechanism hierarchy'' was developed to capture a course of understanding in the sewing machine interactions. According to this framework, understanding proceeded from global, functional understanding to local, mechanistic understanding by descending levels.'' The subjects' conceptual point-of-view was related to this course of understanding. Point of view shifted more when the subjects felt they were not understanding, and this shift appeared to help them descend the levels. People corrected more errors when the errors reflected the current level of understanding; errors were not corrected when they belonged to already known levels. For both statistics and sewing machine interactions, the issue of focus'' was identified to be important in understanding. When a schema needed to be changed, it seemed necessary to have a global understanding of the old schema as well as attention to the place where the change was to take place. (HOD)

ED 224 074 CS 504 058

Hochel, Sandra

Black Dialect and Speaking: Teaching the Acquisition of Oral Standard English on the College Level.

Pub Date-Nov 82

Note-15p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Black Dialects, Communication Research, Higher Education, *Nonstandard Dialects, *Oral English, Oral Language, *Remedial Programs, Research Needs, Speech Communication, Speech Curriculum, *Speech Instruction, *Standard Spoken Usage, Teacher Attitudes, Teaching Methods

Identifiers-*Bidialectalism

A literature review was conducted to discover what programs, philosophies, and methodologies are recommended on the college level for teaching oral Standard English (SE) to speakers of Vernacular Black English (VBE) and to suggest areas of research needs in oral SE training. Most of the speech communication courses in this area are part of remedial programs, with students being required to take the courses because of low scores on standardized tests. Some educators, however, object to this procedure, claiming it stigmatizes the students involved. The philosophy that VBE is a legitimate linguistic system underlies almost all recommended methodological approaches. Several authors have argued that the teachers' belief in the linguistic validity of VBE is a condition of effective language training. The importance of student motivation is also stressed. In keeping with the bidialectic approach, contrastive analysis is most often recommended, with drills, mimicry, repetition, and substitution being the standard techniques. Using behavioral objectives and student self-monitoring have also been suggested. Still, a lack of serious research on bidialecticism and the doubts of some linguists indicate that more study of this approach is needed. Surveys of programs and approaches currently being used are also called for. (JL)

Wagner, Jeanne R.
Non-Parents and Schools: Creating a New Team. Communication Alert.
National School Public Relations Association, Arlington, Va.
Pub Date-82
Note-66p.
Available from-Publications, National School Public Relations Association, 1801 North Moore Street, Arlington, VA 22209 ($10.95).
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Check Lists, *Citizen Participation, *Communications, Community Education, Community Resources, Elementary Secondary Education, Information Sources, Lifelong Learning, Older Adults, Publicity, Public Opinion, *Public Relations, School Business Relationship, *School Community Relationship, *School Support, Volunteers
Identifiers-*Childless Families

As the population ages and school enrollments shrink, nonparents are making more and more of the financial decisions affecting schools. Schools that involve all of their publics, parent and nonparent, and keep them informed have community support. Those who fail to reach beyond their parent publics do not. This volume is a collection of a cross section of ideas for reaching nonparents and bringing them back into the schools. Advice is offered on identifying nonparent publics, reaching nonparents, and developing a plan of action. Other examples include bringing business representatives into the school, starting community education programs, and recruiting volunteers to participate in school activities. Ideas are suggested for bringing the schools to their communities through a variety of media as well as through district publications, public demonstrations and displays, speakers' bureaus, and cable television programming. Finally, the involvement of senior citizens is stressed for the important human and historical connection'' that they can share with children. (Author/MLF)

ED 224 129 EA 015 215

Ellison, Bonnie

Internal Communications. Basic School PR Guide.

National School Public Relations Association, Arlington, Va.
Pub Date-80
Note-36p.; One in a series of eight Guides which comprise the Basic School PR Kit. Appendices A-D may not reproduce due to small, light print of original document. For related documents, see EA 015 213-220.
Available from-Publications, National School Public Relations Association, 1801 North Moore Street, Arlington, VA 22209 ($7.50 each; $37.50 for set of eight).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Board Administrator Relationship, Elementary Secondary Education, *Employer Employee Relationship, Guidelines, *Interprofessional Relationship, *Organizational Communication, Public Relations, Recognition (Achievement), Student School Relationship, *Teacher Administrator Relationship, Teacher Participation

To help educators improve their school public relations program, this handbook discusses how to develop an internal school communications program. Chapter 1 explains that schools need effective internal communications systems because school employees are important in communicating with the public. Chapter 2 covers the development of a strong internal communications system. Stressing the need for two-way communication, the chapter identifies a school's internal publics, recommends school board policies on internal communications, suggests promoting interpersonal activities among employees, outlines improved telephone and written communications methods, supports using staff newsletters, emphasizes the need for employee involvement, notes the administrator's role in ensuring good internal communications, suggests ways to hear staff concerns and to involve employees (for instance, through employee advisory committees, staff meetings, or inservice training sessions), presents guidelines for a crisis communications plan, and urges recognition of employee performance and accomplishments. Chapter 3 discusses the evaluation of internal communications programs. Chapter 4's brief summary of the handbook precedes the five appendices, which include a sample board policy, a sample employee recognition certificate, and a district communications model. (RW)

ED 224 244 EC 150 630

Evans, Joyce Bricker, Donna

Child Development and Learning: ECI-1. Early Childhood Intervention Catalog Module.

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-Texas State Dept. of Health Resources, Austin.
Pub Date-Aug 82

Note-49p.; For related documents, see EC 150 631-636.
Pub Type- Reference Materials - Bibliographies (131) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Child Development, *Disabilities, Infants, Inservice Education, *Intervention, Learning Activities, Learning Modules, Teaching Methods, Young Children

The first of seven modules on early intervention with young (birth to age 3) handicapped children is designed to provide information on child development to teachers, administrators, and other professionals. A training outline lists objectives and preparation ideas for an inservice session on child development. Activities suggested include discussing development as a changing process, and devising teaching goals for children at varying developmental stages. The bulk of the document is composed of descriptions (author, title, publisher, cost, format, audience, and training suggestions) for 12 primary resources and 5 activity guides. The booklet concludes with an annotated bibliography of about 50 publications on child development and learning. (CL)

ED 224 303 FL 013 338

Maestas, Ronald W. Olivas, Louis

Implications for Bilingual Business Education.

Pub Date-82

Note-12p.; Paper presented at the Eastern Michigan University Conference on Spanish for Bilingual Careers in Business (Ypsilanti, MI, March 18-20, 1982).

Available from-Not available separately; see FL 013 333.

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Bilingual Education, Bilingualism, Business Administration Education, *Business Education, Business Skills, Cultural Awareness, Economic Factors, Higher Education, Immigrants, Mexican Americans, *Spanish, *Spanish Speaking

Bilingual business education is increasing in importance in response to the growing Spanish speaking population, bilingual student population, and need for bilingual employees. The continued immigration from Mexico and growth in the number of unskilled Spanish speaking workers will lead to an increased need for bilingual supervisors and managers. Economic conditions in Mexico and the United States will increasingly draw immigrants from Mexico to fill unskilled jobs. In turn, a new set of skills, including bilingualism and cultural awareness, will be required of supervisory personnel. Bilingual business education can help to fill these needs by providing limited English proficient students with equal access to business skills and training English speaking students in Spanish. The bilingual graduates of such programs would also be able to fill positions in the international business setting. (RW)

ED 223 815 CE 034 297

Hiemstra, Roger Tucker, Hugh

Personal Computer Literacy: Personal and Professional Applications.

Pub Date-13 Nov 82
Note-12p.; Presented at the National Adult Education Conference (San Antonio, TX, November 13, 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education, *Computer Literacy, *Computer Oriented Programs, Computer Programs, Computers, Educational Media, *Educational Needs, Instructional Materials, *Microcomputers, *Programing
Identifiers-*Computer Users

The different uses to which two adult educators put their personal computers illustrate some of the many personal and professional applications of microcomputers and point to some implications for home computers in the field of adult education. Relying primarily upon prepared software packages, the first educator relies on his computer as a resource to aid in word processing and in home and professional management. The second educator, on the other hand, is primarily a hobbyist who finds his computer a constant source of intellectual stimulation. Both users of personal computers represent a significant potential market for credit and non-credit adult education offerings. Both educators have found their home computers a valuable professional resource in that it eliminates the need for copious notes, outlines, and drafts when preparing professional reports; reduces typing and dictation time; provides constant intellectual stimulation; forces individuals to better organize their thoughts; and facilitates the rapid retrieval of information. The growing use of home computers has created the need for new software packages that are based on a humanist rather than a behavioralist philosophy as well as for additional adult-level courses or workshops on using home computers. The personal computer is also a valuable tool for use in adult education program administration. (MN)

ED 223 872 CE 034 434

Bright, Jeffrey P. And Others

A Guide for the New Adult ESL Teacher.

Spons Agency-Illinois State Board of Education, Springfield. Adult and Continuing Education Section.; Illinois State Dept. of Public Aid, Springfield.
Pub Date-Nov 81
Note-103p.; For related documents, see CE 034 432-435.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Adult Education, Adult Educators, Adult Students, Curriculum Development, Educational Resources, *English (Second Language), Evaluation, Instructional Materials, *Limited English Speaking, *Second Language Instruction, Second Language Learning, Self Evaluation (Individuals), Student Characteristics, Teaching Methods

This basic guide for teaching English as a second language (ESL) to adults provides new instructors with information on differences involved in teaching limited English-proficient adults. It also provides recommendations on how to teach ESL. Divided into seven chapters, each one covers an aspect of adult ESL and contains a brief introduction, suggestions for further reading, and informative material. Chapter 1 provides definitions and discusses characteristics of ESL adult learners as well as features and values of adult ESL programs. Descriptions of adult second-language learners are found in chapter 2. Chapter 3 contains a fundamental framework of the four phases of teaching and learning a second language and offers three model lesson plans. What to teach is the focus of chapter 4. The scope and sequence for developing the ESL curriculum for four sequential groups is reprinted from prior material, and information on sentence patterns, essential vocabulary for literacy and reading, general knowledge areas (for example, life skills for ESL instruction), English consonants and vowels, and cultural considerations are provided. Chapter 5 suggests methods and techniques that fit into the teaching framework described in chapter 3. The guide concludes with a teacher self-evaluation form suitable for use as a periodic progress check. Chapter 6 provides materials on evaluation and useful visual aids. Chapter 7 provides information about sources of ongoing help for new adult ESL instructors. (YLB)

ED 223 911 CE 034 621

Hill, Pamela

Service the Two-Piece Flo-Jet Carburetor. Fuel System. Student Manual 3. Small Engine Repair Series. First Edition.

East Texas State Univ., Commerce. Occupational Curriculum Lab.

Spons Agency-Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date-82

Note-44p.; For related documents, see ED 222 717, ED 221 760-767, and CE 034 617-621.

Available from-Occupational Curriculum Laboratory, East Texas State University, Commerce, TX 75428.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Auto Mechanics, Behavioral Objectives, *Disabilities, *Engines, Equipment, Hand Tools, High Interest Low Vocabulary Books, Job Skills, Learning Activities, Learning Disabilities, Mainstreaming, Mechanics (Process), Motor Vehicles, Power Technology, Secondary Education, *Special Education, Technical Education, Units of Study, Vocational Education

Identifiers-*Automotive Fuel Systems, *Carburetors, *Small Engine Mechanics

This student manual, part of a small-engine repair series on servicing fuel systems, is designed for use by special needs students in Texas. The manual explains in pictures and short sentences, written on a low reading level, the job of servicing two-piece flo-jet carburetors. Along with the steps of this repair job, specific safety and caution information is frequently noted. To reinforce consistency in material presented to the slow learners, the pictures and written words correspond exactly with the pictures and wording on a corresponding audiovisual presentation. A progress chart for rating the students is included in the manual. (KC)

CG

ED 223 933 CG 016 342

Missinne, Leo E. Wilcox, Victoria

Frankl's Theory and Therapy.

Pub Date-Apr 81

Note-16p.; Paper presented at the Annual Conference of the Western Gerontological Society (27th, Seattle, WA, April 11-15, 1981).

Pub Type- Historical Materials (060) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitudes, Autobiographies, Counseling Theories, Group Therapy, *Personality Theories, *Psychotherapy, *Quality of Life, Self Actualization, Suicide, *Therapeutic Environment, *Values Clarification

Identifiers-*Logotherapy

This paper discusses the life, theories, and therapeutic techniques of psychotherapist, Viktor E. Frankl. A brief biography of Frankl is included discussing the relationship of his early experiences as a physician to his theory of personality. Frankl's theory focusing on man's need for meaning and emphasizing the spiritual dimension in each human being is further explained. Logotherapy, Frankl's term for his form of psychotherapy, including recognition of the importance of the need for meaning and values, (creative, experiential, and attitudinal values) is discussed in detail. The practice of Logotherapy including the two approaches for its application with individuals, i.e., paradoxical intention (based on self transcendence) and dereflection (based on self detachment) are described. The use of Logotherapy in small groups, a method to help a person with frustrated or blocked conscience find the way back to a sound conscience is also described. Each person in the group is encouraged to find his or her own meaning to life. (PAS)

ED 224 034 CS 207 276

McLeod, Alan M., Ed.

Making Effective Assignments.

Virginia Association of Teachers of English.
Pub Date-82
Note-51p.; The Virginia Association of Teachers of English and Language Arts is an affiliate of the National Council of Teachers of English.
Journal Cit-Virginia English Bulletin; v32 n2 Win 1982
Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Creative Expression, Higher Education, Nonprint Media, *Prewriting, Secondary Education, Stimulation, Student Participation, *Teaching Methods, *Writing Exercises, *Writing Instruction, Writing Processes
Identifiers-*Journal Writing, *Research Papers (Students)

Although the focus of this issue of the Virginia English Bulletin'' is on making effective assignments, most of the articles also emphasize the importance and power of writing. Articles deal with the following topics: (1) the use of I-search (as explained by Kenneth Macrorie in Searching Writing'') as a form of research paper that narrates the process of discovering information while explaining the information that is found (P. Parnell); (2) a young writers summer workshop that involved participants in an intensive five-phase writing program (M. Figgins, D. Butler, A. Seaman, and J. Strzepek); (3) the use of prewriting activities to develop sensory awareness and to strengthen the power of observation (B. R. Brite); (4) the use of nonverbal films to stimulate student writing (J. H. Nixon); (5) focus and closure in writing (W. Bell); (6) the use of journal writing to help students learn to express themselves (A. S. Hill); (7) techniques for paragraphing (C. C. Smith); (8) teaching methods for the composition research paper (M. Barr); (9) the use of an academic journal to increase student opportunities to engage in expressive writing (W. P. Self); (10) writing in response to counseling activities (P. Bizzaro and S. Werner); (11) the use of a scrapbook journal to stimulate writing themes (G. Smith); and (12) the importance of personal choice in writing topics (R. J. Murphy, Jr.) (HOD)

ED 224 182 EC 150 336

Rossol, Monona
Teaching Art to High Risk Groups.
Center for Occupational Hazards, New York, NY.
Pub Date-82
Note-7p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Art Activities, *Art Therapy, *Disabilities, Diseases, *Environmental Influences, *High Risk Persons, Institutionalized Persons, Occupational Therapy, Older Adults, Poisons, *Safety

The role of art therapy is considered in working with such high risk groups as the institutionalized, mentally retarded, elderly, visually impaired, physically handicapped, asthmatic, hyper- and hypo-active children, hearing impaired, and patients on mind altering drugs. The special risks of infectious diseases (such as serum hepatitis), and contact with art chemicals (and possible interaction with medication) are discussed. Guidelines for choosing safe art materials focus on knowing the students/patients (including their physical and psychological needs) and understanding the attributes of a safe art material (such as non allergenic or nontoxic ingredients and safe procedures). The author suggests that the art-as-project approach may need to be reexamined in light of safety considerations. (CL)

ED 223 777 CE 033 475

Braun, B. And Others

Energy Assistance for the Aged.

Oklahoma State Univ., Stillwater. Cooperative Extension Service.

Spons Agency-Oklahoma Corp. Commission, Oklahoma City.; Oklahoma State Dept. of Energy, Oklahoma City.

Pub Date-82

Contract-291-31-G81/EES-69119-47

Note-79p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adult Education, *Behavior Change, *Conservation Education, *Energy Conservation, Extension Education, *Facility Improvement, Group Instruction, Home Visits, *Housing, *Older Adults

Identifiers-Oklahoma

An energy education program was implemented to deliver energy conservation information to older Oklahomans in Chocktaw and Pushmataha counties. Methods for building inexpensive, home-produced, easy-to-install equipment to significantly reduce heat loss in the winter and cooling loss in the summer were emphasized. Six paraprofessionals were trained to deliver energy education to groups or individuals in their homes using a notebook and demonstration kit of audiovisual materials and computerized energy audits. The paraprofessionals taught structural modification and behavioral change in two phases, one during the summer and the other during the winter months. The aides reached 473 households composed of 803 people who were aged and generally limited in resources. Pre- and post-surveys were used to collect data on changes in consumers' knowledge of energy concepts. A conservation worksheet was used to get a base measurement of structural housing conditions and behavioral practices. Computerized energy audits were also completed on 220 homes. Use of t-tests showed a statistically significant difference of .0001 between mean scores of the pre- and post-surveys. During the summer phase, 87 households practiced 131 structural or behavioral activities; 111 did 123 activities. Additional data were collected and analyzed to help reveal why participants adopted or did not adopt practices taught, what their future energy plans were, who influenced decisions, and how changes were made. Appendixes include survey forms, case studies, and a 1980 project followup report. (YLB)

ED 223 974 CS 006 888

Flammer, August And Others
Zur Sicherheit: frag doch! Forschungsbericht Nr 30 (In Order to be Safe, Just Ask. Research Bulletin No. 30).
Fribourg Univ. (Switzerland).
Pub Date-82
Note-28p.
Language-German
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Processes, Higher Education, *Knowledge Level, *Prior Learning, *Questioning Techniques, *Reading Comprehension, *Reading Research, Student Attitudes

Eighty-eight college students were invited to cook a chocolate mousse and were allowed first to ask any question that seemed helpful to completing the task. The questions were answered immediately according to a predetermined schema: in one condition the subjects were told that the task would be rather easy, in the other condition they were told that the task would be difficult. The subjects in the first group asked fewer questions than those in the second group. Also, the proportion of the second group's questions asking for action criteria was greater than the proportion of action criteria questions of the first group. The more the subjects were knowledgeable in matters of cooking, the greater their proportion of criteria questions was. The total number of questions correlated negatively with the relevant preknowledge. (German text with English abstract.) (Author/HTH)

ED 223 994   CS 006 923

Duncan, Patricia H. Goggin, William F.

A Profile of the Lifetime Reader: Implications for Instruction and Resource Utilization.

Pub Date-Oct 82

Note-14p.; Paper presented at the Annual Meeting of the College Reading Association (26th, Philadelphia, PA, October 28-30, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Developmental Stages, Early Reading, Educational Resources, *Older Adults, *Reading Attitudes, *Reading Habits, Reading Instruction, *Reading Interests, *Reading Research

Identifiers-*Lifelong Readers

To identify the profile of the active older reader, indepth taped interviews were conducted with 23 retired individuals for whom reading was an important part of daily living experience. Demographic data indicated that the highest education level attained varied from grammar school to a master's degree. Developmentally, the lifetime reader demonstrated an early interest in reading. Impressions of recalled reading instruction included learning by the whole word method, instruction using adventure stories, and time spent in free reading corners of the classroom. The mother was influential as a model and as the person who most frequently read to the child. Favorite childhood books included fairy tales, adventure and series books, and many children's classics. Reading interests and patterns of the young and middle years were similar to the subjects' current reading behaviors. Early morning reading was favored by 53% with bedtime reading enjoyed by 43% of the group. Categories of fiction most frequently identified were historical novels, best sellers, and mystery and suspense. Biography and history were clear nonfiction preferences. Regardless of cost or transportation, all knew how and where to get the types of materials they wanted to read. An interesting revelation was that the readers

preferred an intimate sharing of reading, preferably with relatives and close friends. Implications drawn from the profile suggest possible modifications of current teaching and organizational strategies which might foster lifelong reading habits. (HOD)

Barnett, Bruce G.

Subordinate Teacher Power and Influence in Schools.

Pub Date-Mar 82
Note-40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Attitudes, Group Dynamics, High Schools, *Individual Power, Informal Organization, Peer Relationship, Power Structure, Secondary School Teachers, Tables (Data), *Teacher Administrator Relationship, Teacher Attitudes, *Teacher Influence, Teacher Role
Identifiers-California (San Jose)

Individual teachers with access to information of importance to administrators either through expertise or through occupation of a central position can exert power over administrators and influence their actions, according to a recent study. The researchers developed a model of subordinate power over superordinates, generated two hypotheses from the model, and tested the hypotheses in three high schools in the greater San Jose (California) area. The Dependency Network Questionnaire was distributed to all credentialled faculty members to identify those school personnel on whom they depended. The Resource Access and Sense of Power Questionnaire was then completed at each school by the six teachers most depended on by administrators and by six others. Interviews conducted with a few administrators, powerful teachers, and nonpowerful teachers corroborated the data. Both hypotheses were upheld: that powerful teachers have greater access to persons, information, and material resources; and that the strategies powerful teachers use to influence administrators are different from those nonpowerful teachers use. The study also found correlations between a teacher's power and his or her position as department chairperson and membership on committees and found that teachers tend to reach their maximum level of power within 3 years of joining a school's faculty. (Author/PGD)

ED 224 164 EA 015 257

Bilingual Education for Hispanics: Issues of Language, Access and Equity.

Stanford Univ., Calif. Inst. for Research on Educational [illegible]nce and Governance.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-81

Note-13p.; Bound with: IFG Policy Perspectives (Aut 1981), Title VII, Bilingual Education: Developing Issues of Diversity and Equity.'' Not available in paper copy due to small print and colored paper of original document.

Available from-Publications, Institute for Research on Educational Finance and Governance, School of Education/CERAS Building, Stanford University, Stanford, CA 94305.

Journal Cit-IFG Policy Notes; v2 n4 Aut 1981

Pub Type- Collected Works - Serials (022) - Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Advisory Committees, *Bilingual Education, Bilingual Education Programs, Educational History, Educational Objectives, Educational Policy, Elementary Secondary Education, Equal Education, *Hispanic Americans, Lobbying, Parents, Program Evaluation, School Desegregation, Spanish Speaking

Identifiers-*Elementary Secondary Education Act Title VII, Lau v Nichols

This collection of short articles focuses on bilingual education for Hispanics. The lead article cites statistics concerning the education of Hispanics, the segregation of Hispanics in schools, and the educational level they are likely to attain. The second article presents a historical perspective on bilingual education in American schools and analyzes reasons for resistance to bilingual education. In the third article, the author looks at the interest groups that support bilingual education, their past growth, and imperiled future. Another article examines diversity in schools and the apparent tension between desegregation and bilingual education. A brief article outlines research findings on the involvement of parents in bilingual advisory groups. A final lengthy article deals with Title VII and bilingual education. The authors look at the history of Title VII, including the years from 1968 to 1974 in which its educational objectives were identified, the years 1974 to 1979 in which the greatest growth in basic programs and appropriations occurred, and the years 1978 to the present consisting primarily of reflection, deregulation, and reauthorization. The article concludes by acknowledging the wide-reaching impact of bilingual education, urging its continuation, and warning that there are problem issues raised by it that cannot be ignored. (Author/JM)

ED 224 203 EC 150 385

A Comparative Study of the Manneristic Behaviour of Blind and Sighted Children. Research Series No. 1.
Indian National Inst. for the Visually Handicapped, Dehra Dun.
Pub Date-81
Note-33p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Behavior Patterns, *Blindness, Stimulation, *Student Characteristics

Examination of the manneristic behavior (stereotyped or repetitive movement) of 542 blind and 365 sighted children was undertaken. Seventeen types of manneristic behavior were investigated, including head movement, eye poking and rubbing, body rocking, kicking, and posture distortion. Comparison of the behaviors observed in sighted and blind Ss indicated a higher degree of manneristic behavior for blind girls and less for sighted girls than their male counterparts. Existence of specific behaviors in sex of both groups was evaluated. Findings included that four mannerisms (head movement, eye poking and rubbing, clapping and jumping) were found only in blind children, and that sighted Ss ranked higher than blind Ss on all 13 mannerisms. It was concluded that the mannerisms seem to be a human phenomenon rather than one restricted to blindness. (CL)

ED 224 225 EC 150 608

Black, Talbot And Others

Program Planning Workguide for HCEEP Demonstration Projects.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Spons Agency-Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.

Pub Date- 78

Note-19p.; For related documents, see EC 150 606-607.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administration, *Demonstration Programs, *Disabilities, Early Childhood Education, Information Dissemination, Parent Participation, *Program Development, Program Evaluation, Staff Development

Identifiers-Handicapped Childrens Early Education Program

The workguide is designed to help identify and structure program planning and administrative tasks involved in HCEEP (Handicapped Childrens Early Education Program) demonstration projects, particularly during the first year of funding. The workbook is divided into five sections: administration and evaluation; services for children; parent involvement; staff development; and demonstration, dissemination, and continuation. Each section identifies and describes several planning areas that an HCEEP demonstration project should consider. Space is provided after each planning area to make notes and jot down ideas. It is pointed out that the workguide can be used to check a project's current status in planning and administration, to provide a framework for organizing staff orientation, to suggest guidelines for communicating with others, to prepare for a needs assessment, and to suggest guidelines for ongoing planning. (SW)

ED 224 265 EC 150 652

Baca, Leonard Bransford, Jim

An Appropriate Education for Handicapped Children of Limited English Proficiency. Special Education in America: Its Legal and Governmental Foundations Series.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-82
Contract-400-81-0031
Note-31p.; For related documents, see EC 150 651-653.
Available from-The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (Publication No. 254 $4.00).
Pub Type- Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingual Education Programs, Court Litigation, Delivery Systems, *Disabilities, *Educational Policy, Elementary Secondary Education, *Federal Legislation, *Limited English Speaking, Literature Reviews, Program Descriptions, Program Effectiveness

Part of a series on the legal and governmental foundations governing education of handicapped and gifted children, the booklet focuses on bilingual special education. A review of the literature covers studies which have been conducted in a variety of bilingual program settings in the United States and several other countries. Cited among findings are that children involved in learning environments employing the use of two languages perform at a level equal to or higher than their monolingual counterparts, and although handicapped children of limited English proficiency have not been properly served by the public schools, there are a number of exemplary programs. Federal legislation and court cases relating to bilingual special education are examined. Significant issues in the provision of bilingual special education are discussed, including accessibility, resources, cost of programs, personnel preparation, parental and community support, and program evaluation. Finally, current requirements according to the Office for Civil Rights are listed; and examples of policy options are offered relating to screening, acceptable tests, testing guidelines, bilingual advocates, establishment of primary needs, use of parents' language, establishment of primary responsibilities, comprehensive services, use of existing services, bilingual special education, supplementary services, tutorial services, parent and community involvement, accessibility, removal of barriers, exit criteria, inservice training, teacher certification, and teacher training. (SW)

ED 223 835 CE 034 372

Industrial Arts Curriculum Guide in General Industrial Arts. Bulletin No. 1683.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

Pub Date- 81

Note-337p.; For related documents, see CE 034 373-375.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC14 Plus Postage.

Descriptors-*Behavioral Objectives, Construction Materials, *Course Content, Curriculum Guides, Design, Equipment Utilization, Finishing, Guidelines, Hand Tools, *Industrial Arts, Industrial Personnel, Instructional Materials, *Learning Activities, Machine Tools, Mass Production, Measurement Techniques, Planning, *Program Implementation, Safety, Secondary Education, Technical Illustration, Technology, *Trade and Industrial Education, Vocational Education

Identifiers-Industrial Materials, *Louisiana, Material Control

This curriculum guide contains operational guidelines to help local administrators, teacher educators, and industrial arts teachers in the State of Louisiana determine the extent to which their programs are meeting the needs of the youth they serve. It consists of a discussion of course prerequisites, goals, content, and implementation as well as 18 units devoted to various subject areas addressed in industrial arts programs. Covered in the individual units are American industry careers, general safety, technical sketching and drawing, layout and measurement, hand tools, industrial materials, basic combining processes, portable power tools, organizing and controlling work, stationary power tools, mass production concepts, materials processing, finishing, materials and equipment, planning and design, home maintenance, and energy orientation. Each unit contains a statement of purpose, goals, time allotments, student activities, teacher activities, and resources. Among those items provided in the guide's appendixes are lists of equipment, job sheets, information sheets, safety information, parts identification of tools, sample tests, a selected bibliography, and project ideas. (MN)

ED 223 893 CE 034 473

Burstein, Paul

Equal Employment Opportunity: What We Believe, What We Know, What Research Can Show.

Spons Agency-National Science Foundation, Washington, D.C.; Vanderbilt Univ., Nashville, Tenn.

Pub Date-Sep 82

Grant-SOC-7825037

Note-28p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September 6-10, 1982).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults, *Affirmative Action, Civil Rights Legislation, *Equal Opportunities (Jobs), Federal Legislation, *Racial Discrimination, *Reverse Discrimination, *Sex Discrimination

Identifiers-Impact

Some Americans believe that governmental attempts to end discrimination in employment have gone too far, leading to reverse discrimination and excessive governmental power. Others believe that the government has not gone far enough. Evidence shows that discrimination against women and members of minority groups has declined, even though it is still common. Cases of reverse discrimination have occurred, but there is no evidence that it is widespread. Ambiguities in data and stories make concern about reverse discrimination understandable. Four basic types of reasons for the intensity of concern over equal employment opportunities and affirmative action exist, those related to: distributive justice, impact on employee income, governmental and business power and legitimacy, and social perceptions of labor force processes. Many social scientists at universities also believe that affirmative action is having an impact and that reverse discrimination is common. Their personal experiences seem to contradict results of systematic studies of equal employment opportunities and affirmative action, and their social positions in universities are likely to affect their perceptions. Gaps in knowledge about equal employment opportunities and affirmative action have implications for research in social stratification, other areas of sociology, and public policy. (YLB)

ED 223 954 CG 016 363

Beehr, Terry A. Gupta, Nina

Managerial Styles and Employee Responses.

Pub Date-May 82
Note-16p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (54th, Minneapolis, MN, May 6-8, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrative Principles, Comparative Analysis, *Employee Attitudes, Employees, Labor Conditions, *Organizational Climate, *Participative Decision Making, *Stress Variables, *Supervisory Methods, *Work Attitudes, Work Environment
Identifiers-*Scanlon Plan

Managerial styles and the concommitant relationships between managers and other employees can have a significant impact on many aspects of the work situation. In a study of the environments within two automotive supply organizations similar in size and technology but different in formal managerial styles (participative management and modified Scalon Plan vs. traditional unionized organization), employees' attitudes and behaviors were compared. Overall, results indicated that the rank and file employees' perceptions, attitudes, and behaviors were more favorable in the organization with the more democratic formal managerial style than in the more traditional organization, but there was very little difference in the response of the supervisors between the two environments. The findings suggest that traditional unionized organizations may produce a more stressful work environment for rank and file employees, while democratic management may be more stressful for managers. (JAC)

ED 224 015 CS 207 241

Broudy, H. S., Ed.

Report on the Aesthetic Education Project.

Spons Agency-Spencer Foundation, Chicago, Ill.

Pub Date-31 Dec 82

Note-156p.

Pub Type- Reports - Descriptive (141) - Information Analyses (070)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Aesthetic Education, *Aesthetic Values, *Art Appreciation, Art Education, Elementary Secondary Education, General Education, Inservice Teacher Education, Preservice Teacher Education, Program Descriptions, *Value Judgment

The first part of this report argues for the claim that aesthetic objects, especially those called art, are educationally indispensable and are good, desirable, and deserving of support and respect. The second part of the report consists of papers that give some historical perspective to the movement that has come to be called aesthetic education.'' The opening paper indicates that the innumerable proposals, programs, and experiments in the field of art education tend to measure success by the enthusiasm of the participants; few of them have a consistent record of survival once the initial grant is gone. The remaining papers lend support to the notion that an approach to aesthetic education as general education can endure if it makes aesthetic perception central. The projects described in the papers are evidence that classroom teachers can be taught to perceive these qualities without themselves becoming creators of art objects, and support the notion that aesthetic perception is the pivot around which swing the performing skills for those who have the talent and the will to practice them, and the critical appreciations for those who are willing to study art history and formal aesthetics as well as to become familiar with a wide range of art objects. Finally, descriptions of two programs, the Aesthetic Eye and the Heart Projects, show that teachers can develop their own materials in this field and not remain dependent on materials provided by others. (HOD)

ED 224 075 CS 504 059

White, Melvin R.

Unusual Uses/Audiences for Readers Theatre.

Pub Date-Apr 82

Note-19p.; Paper presented at the Meeting of the American Conference of the Communication Association of the Pacific (Honolulu, HI, April 1982).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Audiences, *Creative Activities, *Creative Dramatics, Creative Expression, Elementary Secondary Education, Higher Education, *Oral Interpretation, Outreach Programs, *Readers Theater, *Resource Materials

From the beginning, readers theatre performances generally have been held in academic or theatrical settings and have relied heavily on literary scripts. Now, readers theatre performers are finding a wider range of audiences and materials for their use. Among these special audiences are elementary and secondary schools, schools for the physically and mentally handicapped, prisons, retirement homes, churches, and recreational camps. These varied audiences have prompted performers and teachers to look for new sources of materials and to develop their own without relying on traditional literature. (FL)

ED 224 115 EA 015 201

Jongeward, Ray E.

Board/Administrator Relations. A Manual for Workshop Leaders. Keys to School Boardsmanship. A Program of Continuing Education for School Board Members.

Montana School Boards Association, Helena.; National School Boards Association, Washington, D.C.; Northwest Regional Educational Lab., Portland, Oreg.; Washington State School Directors Association, Olympia.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-82

Contract-400-80-0105

Note-128p.; For related documents, see EA 015 202-212.

Available from-Publications, National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, DC 20007.

Pub Type- Guides - General (050) - Non-Print Media (100)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Evaluation, Administrator Role, *Board Administrator Relationship, *Board of Education Role, Boards of Education, Conflict Resolution, Elementary Secondary Education, Leaders Guides, *Management Development, Planning, Program Administration, Program Development, Program Evaluation, Program Implementation, *Workshops

Identifiers-*Board of Education Members

The materials in this manual are designed to help workshop leaders prepare for and present a workshop for school board members on relations between school boards and administrators. Four elements basic to the establishment of effective relationships are reviewed: clarification of the roles and goals of the board and the administrators; effective communications between the board and the administrators; evaluation of administrators, particularly of the superintendent; and making positive use of divergent opinions. The manual consists of six sections: an introduction; three sections on planning, presenting, and evaluating the workshop; a selection of resource materials for the workshop leader; and a section containing four booklets for workshop participants, one on each of the four reviewed elements. The discussion of planning covers the scope and focus of the workshop, resource materials available, and the procedures, physical arrangements, and participant groupings suitable. The presentation section includes sequential descriptions of workshop activities to be used in each of the four topic areas, as well as introductory and evaluative activities. The resource materials provided include papers and position statements concerning board-administrator relationships, a paper on workshop strategy, and masters from which transparencies for projection at the workshop can be reproduced. (Author/PGD)

ED 224 147 EA 015 236

Bankston, Mary

Organizational Reporting in a School District: State and Federal Programs.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-IFG-PR-82-A10
Pub Date-Apr 82
Grant-OB-NIE-G-80-0111
Note-103p.; Some figures and portions of appendices will not reproduce due to illegibility and small print of original document.
Available from-Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 ($1.00).
Pub Type- Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Accountability, Case Studies, *Educational Finance, Elementary Secondary Education, Federal Programs, *Government School Relationship, *Organizational Climate, Program Administration, Recordkeeping, Reports, *School Accounting, School Districts, *School Organization, State Programs

Identifiers-*California

Educational reforms in recent decades have resulted in a proliferation of specific programs with dispersed controls and expanded levels of governance. As a result, the environmental context within which a school district operates is exceedingly complex. This case study describes the complexity of the overall system of reporting that has evolved from a school district's participation in some of these programs. Environmental complexity is shown to produce increased organizational complexity within a school district as well as in its external organizational linkages. A distinct cleavage between fiscal and programmatic accounting results. While fiscal accounting at the school district is coordinated, reporting for programs is not. It is suggested that environmental complexity inhibits efforts to integrate and coordinate educational programs at the school district level. (Author)

ED 224 183 EC 150 350

Juul, Kristen D.

Report on the 1980 Conference of the European Association for Special Education in Helsinki.

Pub Date-Apr 81

Note-11p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (59th, New York, NY, April 12-17, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities, Elementary Secondary Education, *Foreign Countries, *International Educational Exchange, Program Descriptions, *Special Education

Identifiers-*European Association for Special Education

The paper reports on the Third International Conference of The European Association for Special Education held in Helsinki, Finland in 1980 to promote educational services for handicapped children and youth. Representatives from 29 countries in Western Europe, Eastern Europe, Asia, Africa, and North America attended. The theme of the conference was Communication and Handicap'' and almost 50 papers dealt with language and communications problems. Other papers addressed psychiatric disorders, mental retardation, sensory and motor disturbances, immigration and ethnic minorities, integration, vocational education, methods of instruction, and teacher training. Several presentations addressed the Bergen project, a cooperative international longitudinal study of learning disabled children in Denmark, Finland, Norway, and Sweden. Also presented was a report of a statistical study of variables dealing with social adjustment conducted by J. Personen from the University of Jyvaskyla in Finland. An information section at the conference offered reports, brochures, and posters about the education of immigrant children in Sweden. Other events included participation of several high international dignitaries, two sessions of the General Assembly in which member nations reported on the states of special education in their countries, and a special workshop on the exchange of information in special education. (SW)

ED 224 245 EC 150 631

Evans, Joyce Bricker, Donna

Differences in Physical and Sensory Development: ECI-2. Early Childhood Intervention Catalog Module.

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-Texas State Dept. of Health Resources, Austin.
Pub Date-Aug 82
Note-49p.; For related documents, see EC 150 630-636.
Pub Type- Reference Materials - Bibliographies (131) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Annotated Bibliographies, Body Image, Early Childhood Education, *Hearing Impairments, Infants, Inservice Education, *Intervention, Learning Activities, *Learning Modules, *Physical Disabilities, Physical Mobility, *Sensory Experience, *Visual Impairments, Young Children

The second of seven modules on early intervention for young (birth to age 3) handicapped children provides information on training teachers and other professionals working with children who have motor, hearing, or visual disabilities. An outline of two inservice training sessions, Explore There's Environment Everywhere!'' and Is This My Body?'' includes objectives and preparation ideas for each lesson. Sessions cover the importance of sensory and body image experiences and of appropriate learning environments. Descriptions of 12 primary references on the topic include information on author, title, publisher, audience, format, date, and cost, along with suggestions for use in the training program. An annotated bibliography lists information on approximately 50 references related to children with motor, hearing, or visual problems. (CL)

Kingwell, Gail
Repetition, Confusion and Surprise: A Stylistics Based Approach to Teaching Poetry in EFL Classrooms.
London Univ. (England). Inst. of Education.
Pub Date-80
Note-32p.; In its "English Literature for EFL,'' Working Documents 2.
Available from-Institute of Education, London University, 20 Bedford Way, London W.C. 1, England.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Ambiguity, *English (Second Language), *Figurative Language, Higher Education, Language Patterns, *Language Styles, Language Usage, Literature, Phonology, *Poetry, *Second Language Instruction, Semantics, Syntax, *Teaching Methods

A stylistics-based approach to teaching poetry in the English as a foreign language classroom is examined. Since students may not have the linguistic skills to appreciate a poem, an analytical framework is proposed that includes the elements of repetition, confusion, and surprise. Reference is made to two poems, "In a Season of Unemployment'' (Margaret Avison) and "Political Meeting,'' (A. M. Klein) which are appended. Repetition occurs on all three levels of language: phonological, lexical, and syntactical. At the phonological level, there may be repetition of any segment of a word. At the lexical level, repetition of single lexemes may occur, as well as repetitions of lexemes with common semantic features. At the level of syntax, there are many examples of syntactic structures being repeated in parallel (items of the same class occuring in the same places in the same sentences). The element of confusion is used to illustrate the ways in which poets fuse elements that are separate in conventional use, or separate elements that are unitary in conventional use. In addition, poets often surprise the reader with unusual or unexpected combinations. A stylistic study of literature can enable students to see the way language is used to express situations unconventionally and can develop in students sensitivity to the communicative potential of language. It is suggested that this approach makes literature an integral part and natural extension of language learning. (SW)

ED 224 304 FL 013 339

Ruiz, Reynaldo
The Management-Business Process: Cultural Considerations.
Pub Date-82
Note-16p.; Paper presented at the Eastern Michigan University Conference on Spanish for Bilingual Careers in Business (Ypsilanti, MI, March 18-20, 1982).
Available from-Not available separately; see FL 013 333.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Business Administration, *Cultural Awareness, Cultural Interrelationships, *Cultural Traits, *Employer Employee Relationship, *Hispanic Americans, *Intercultural Communication, Spanish Speaking

The effect of culture on the business management process in a Hispanic setting is explored for the benefit of persons in business in Latin America or with Hispanic groups in the United States. Understanding of cultural differences is important for business managers who work with Spanish speaking employees or clients because of the wide-ranging and profound effects of culture on many aspects of business. Culture influences communication with personnel, new initiatives, structure, work activities, ambience, job performance, and motivation. Culturally based interpersonal or group conflicts in a business organization can adversely affect any of these factors. The influence of five Latin American cultural traits on the business management process is analyzed. Individualism, dignity, machismo, fatalism, and the primacy of interpersonal relationships play a key role in the self-esteem necessary to competent performance. It is concluded that businesses and management must create a more humanistic and personal relationship with their employees and clients and understand their cultural traits in order to ensure a comfortable and productive work environment. (RW)

ED 223 796 CE 034 070

Parnes, Herbert S.

Unemployment Experience of Individuals over a Decade. Variations by Sex, Race and Age.

Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
Spons Agency-Employment and Training Administration (DOL), Washington, D.C.
Report No.-ISBN-0-88099-002-3
Pub Date-82
Note-104p.
Available from-W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 ($5.95; quantity discounts available).
Pub Type- Reports - Research (143) - Books (010)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adults, Age Differences, Data Analysis, Employed Women, *Employment Patterns, *Females, *Individual Characteristics, Individual Differences, Longitudinal Studies, *Males, Middle Aged Adults, Multivariate Analysis, Older Adults, Racial Differences, Sex Differences, *Unemployment, Wages, Young Adults
Identifiers-National Longitudinal Surveys

Data from the National Longitudinal Surveys of Labor Market Experience were analyzed to determine the unemployment experiences of four groups of workers from the labor force during a recent decade. The subjects were men who at the end of the decade were 26-34 and 55-69 and women who were 26-34 and 40-54 years of age. Information on unemployment was available for only 8 years and thus understated incidence and amount of unemployment over the decade. Large proportions of individuals with labor force exposure experienced some unemployment. Unemployment varied substantially among the subjects and was very unevenly distributed within each one. Unemployment meant lost earnings and led to long-term reductions in earning capacity. Multivariate analysis revealed that characteristics bearing the strongest and most consistent relationship with the duration of unemployment are educational attainment, occupational and industrial affiliation, interfirm mobility, and length of service in the job held at the beginning of the decade. Many unemployment experiences appeared to result from being in the wrong place at the wrong time or from personality characteristics that generally go unmeasured. (Thirty pages of tables are appended.) (YLB)

ED 223 816 CE 034 298

Ricketts, Samuel Clifton

The Impact of Vocational Education Research and Development: A Literature Review.

Middle Tennessee State Univ., Murfreesboro.
Pub Date-82
Note-148p.
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Abstracts, Annotated Bibliographies, *Educational Development, *Educational Research, *Information Dissemination, *Information Utilization, Literature Reviews, Research Utilization, Use Studies, *Vocational Education
Identifiers-*Impact, Impact Studies

Literature on vocational education research and development (R&D) was reviewed to determine the distribution, utilization, and impact of R&D information and products. The literature indicated both slightly and strongly negative findings on the dissemination of vocational education R&D products. Many of the studies described strategies for product dissemination, and direct personal contact was found to be most effective. Criteria for measuring dissemination were also identified. Readers found the language of the products, one major problem in product acceptance, to be cumbersome and unclear. A disappointing finding of the literature review on utilization was the lack of studies determining the extent to which products were being used. Most studies were concerned with what constitutes use, levels of use, and effective strategies for product utilization. The few studies on product impact revealed that a major problem in studying impact is its measurement. Another concern was inconsistency of findings of the literature concerning impact. Following the 18-page narrative is a literature review subject matrix, abstracts of the literature that was reviewed in alphabetical order by author, and a bibliography. Each abstract provides this information: author, title, place, institution, and date. (YLB)

ED 223 854 CE 034 399

Hamparian, Donna M. And Others
Youth in Adult Courts: Between Two Worlds. North Central Region. Major Issues in Juvenile Justice Information and Training.
Academy for Contemporary Problems, Columbus, Ohio.
Spons Agency-National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
Report No.-NCJ-80825
Pub Date-82
Grant-78-JN-AX-0038
Note-277p.; For related documents see CE 034 347-348 and CE 034 395-402.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Adolescents, *Court Litigation, *Court Role, *Courts, *Delinquency, Delinquent Rehabilitation, Due Process, Federal Courts, Justice, Juvenile Courts, Laws, Legal Problems, Legal Responsibility, Public Policy, State Courts, *State Legislation
Identifiers-*United States (North Central)

State profiles on youth in adult courts were compiled for each of the 50 states, the District of Columbia, and the Federal District Courts. This volume contains profiles for the North Central states of Illinois, Indiana, Iowa, Michigan, Minnesota, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. The first part of each state profile describes the process by which youths are referred to adult courts and what can happen to them after conviction. Included in this part are descriptions of (1) the court organization, (2) the pertinent statutory provisions in the state code, (3) the relevant cases tried in the state supreme court and the federal courts since 1950, and (4) the correctional placement options for juveniles convicted in adult courts. This information was obtained through a search of the statutes and case law and through telephone interviews with court and correctional officials. The second part of the profile presents data collected from every county in the state on the frequency of referral of youths to adult courts through each of the mechanisms permitted by state law. In addition, demographic information, offense characteristics, and the judgments and sentences received by these youths are described for the most populous counties and counties referring five or more juveniles to adult courts in 1978. (KC)

ED 223 873 CE 034 435

Terdy, Dennis And Others

Testing Instruments and Procedures for Adult English as a Second Language Programs.

Illinois Statewide English as a Second Language/Adult Education Service Center, Arlington Heights.

Spons Agency-Illinois State Board of Education, Springfield. Adult and Continuing Education Section.

Pub Date-Feb 82

Note-57p.; For related documents, see CE 034 432-434.

Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Adult Education, Adult Literacy, *Adult Programs, *English (Second Language), Limited English Speaking, Reading Tests, Second Language Instruction, *Testing Programs, Tests, *Test Selection, Verbal Tests, Writing Evaluation

Intended for adult education English-as-a-Second Language (ESL) teachers and administrators, this guide provides information for identifying appropriate testing instruments and integrating them into an overall testing and assessment program. Chapter 1 focuses on testing procedures and covers organization of the testing program, test selection, locally developed tests, initial placement (screening), achievement testing, diagnostic testing, and considerations for a good testing program. Chapter 2 provides general characteristics and recommendations for test use on the five types of tests that were selected for inclusion in the annotated list of ESL tests provided in chapter 3. Chapter 3 contains the annotations of ESL tests that are new, currently used, or recommended for use in an adult ESL program. Tests are divided into five categories: ESL aural/oral tests, ESL reading and literacy tests, ESL writing tests, ESL written grammar tests, and ESL multipurpose tests. For each test this information is provided: test name, description (purpose, content, procedure, target level of student), administration (method, materials needed, time, scoring), and sample questions. (YLB)

ED 223 912 CG 016 307

Frieze, Irene Hanson McHugh, Maureen C.

Violence and Other Bases of Power in Marriage.

Spons Agency-National Inst. of Mental Health (DHHS), Rockville, Md.
National Center for the Control and Prevention of Rape.
Pub Date-Aug 81
Grant-NIMH-R01-MH-30193
Note-48p.; Paper presented at the Annual Convention of the American Psychological Association (89th, Los Angeles, CA, August 24-26, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Battered Women, Decision Making, Family Life, Family Problems, *Family Structure, *Individual Power, Interpersonal Relationship, *Marriage, *Power Structure, Spouses, *Violence

It has often been suggested that knowledge of the underlying power sturcture is essential to understanding the day-to-day functioning of the nuclear family and that such knowledge may be of special relevance for understanding violence between husbands and wives. To explore the relationship of the family power structure (e.g., wife-dominant, equalitarian, or husband-dominant) to physical violence, the reports of in-depth structured interviews with 137 battered women and 137 control women whose marriages were designated no violence, low violence, or high violence, based on the husband's level of violence, were analyzed. Analyses of responses indicated that high violence husbands made nearly all family decisions, had low external resources compared to less violent men, but were relatively high in resources compared to their wives. High violence husbands, compared to other men, also used all of the social bases of power except reward and informational power. The data suggest the importance of physical violence as a means of controlling other family members. The findings also suggest the usefulness of examining violence in marriage as a form of influence and perspectives that may be addressed in future research on family violence. (PAS)

ED 223 934 CG 016 343

Norris, Carol A. Finley, Mary Jane

Evaluation of Guidance and Counseling Program Description Booklet: Effectiveness of Counselor Activities. Research Services Report No. 22:05:81/82:011.

Phoenix Union High School District, Ariz.
Pub Date- 82
Note-37p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Counseling Effectiveness, *Counseling Services, *Counselor Attitudes, High Schools, High School Students, *Program Effectiveness, Program Evaluation, School Counseling, School Counselors, Secondary Education, Student Needs, *Student Reaction, Student School Relationship

To determine the effectiveness of counseling activities in working with high school students, the Phoenix Union High School District conducted a five-step evaluation of their Guidance and Counseling Program Description Booklet. A report about the evaluation was prepared to compare student and counselor responses and to identify areas of particular strengths or weaknesses. Counselors (N 52) and students (N 1,219) responded to survey questions about a wide range of subject areas from the Program Description Booklet, e.g., registration for classes, social and personal problems, and class schedule changes. The findings showed that districtwide, students found counselors to be accessible, and that relatively few students sought help on personal problems. Counselors saw personal problems as an important counseling activity, and students and counselors agreed on the high importance of career information. Recommendations from the study concluded that: (1) registration and schedule changes are time-consuming counselor tasks and should be turned over to clerical help whenever possible; (2) although students and counselors agree that attendance problems are low priority, counselors should identify potential dropouts while there is still time to keep them in school; and (3) most activities described in the Program Description Booklet are being accomplished by counselors, but the Booklet should be revised to reflect the current counselor role, and revision should place added emphasis on activities deemed important by students. The three appendices contain student survey results, counselor survey results, and counselor comments. (PAS)

Pesqueira, Virginia, Ed.

Reading: A Foundation for Success. Volume 4. Fourth Yearbook of the Arizona State University Reading Conference, 1981.

Arizona State Univ., Tempe. Coll. of Education.
Pub Date-81
Note-95p.; Conference also sponsored by Arizona State Department of Education, Migrant Child Division. Proceedings published by the Graduate Students in Reading Education.
Available from-Reading Education, Payne B-112, Arizona State University, Tempe, AZ 85287 ($2.00).
Pub Type- Collected Works - Proceedings (021) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Beginning Reading, *Bilingual Education, *Content Area Reading, Early Childhood Education, Elementary Secondary Education, *Reading Comprehension, *Reading Instruction, Second Language Learning, Study Skills, Writing Instruction

Contained in this yearbook are the proceedings of the fourth annual Arizona State University Reading Conference. This edition reflects an emphasis on bilingual/bicultural aspects of reading, as well as on content area instruction. Following a foreword, the articles discuss the following: (1) matching materials and strategies for comprehension, (2) teaching study skills in the secondary schools, (3) bilingual acquisition and instruction, (4) sports and reading as programs for content area teachers, (5) beginning reading and writing in a second language, (6) the implications of bilingual-bicultural education for early childhood reading development, (7) vocabulary development in the content areas, and (8) self-directed activities for reading. (HTH)

ED 224 035 CS 207 277

Holdzkom, David And Others

Uses of the Primary Trait System: A Collaborative Descriptive Research Project. Writing Research and Resources Project. Final Report.

CEMREL, Inc., St. Louis, Mo.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-30 Nov 82
Contract-400-80-0102
Note-82p.; For related document see CS 207 278.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Classroom Observation Techniques, Elementary Education, *Evaluation Methods, Junior High Schools, Prewriting, *Teacher Participation, *Test Interpretation, *Writing Evaluation, *Writing Exercises, Writing Instruction, Writing Processes
Identifiers-*Primary Trait Scoring

To determine what pedagogical uses the primary trait system might serve apart from providing a means to assess students' writing, data were collected from 11 elementary and junior high school teachers who had participated in an earlier week-long workshop on primary trait scoring. Participating teachers were asked to complete a log of their activities in a target class to provide information on the frequency of writing instruction, topics taught during the class, assignments given, use of primary trait scoring in specific ways such as the formulation of assignments, and the nature of prewriting activities. Writing assignments, scoring guides, and handouts were also collected. In addition, each teacher was observed by project staff in the classroom at least once. Following the observation, the teacher was interviewed about what had occurred in the class. During the interview, questions about activities reported on the log form were also clarified. Finally, on two occasions, teachers were asked to attend booster'' meetings to discuss their activities, share problems and solutions, and report specific assignments they had created. Their responses reported the following uses for primary trait scoring: clarifying the objectives of the lesson, providing a way to formulate assignments, providing a means to analyze and to respond to students' writing, helping students evaluate and respond to the writing of their peers, providing a means for assessing students' papers, and affecting students' reading ability. (HOD)

ED 224 055 CS 504 025

Benjamin, James

Lying: A Rhetorical Perspective.

Pub Date-Nov 82
Note-20p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Communication (Thought Transfer), *Communication Skills, *Credibility, *Interpersonal Communication, Listening Skills, *Persuasive Discourse, Philosophy, Rhetoric, Speech Skills
Identifiers-*Lying, Truth

Few studies have approached the subject of lying from a rhetorical perspective. Even philosophical studies have concentrated more on truth than on deceit. A central concern of a definition of lying is to recognize that lies must be examined both from the speaker's position and from the perceptions of the listener. Such an examination can be done from a rhetorical point of view because lying is essentially a communication act. For lying to be differentiated from other forms of deception, seven conditions must exist: (1) the speaker must speak seriously and rhetorically; (2) in saying X,'' the speaker must believe other than X''; (3) the speaker must believe something other than X'' while seeking to get the listener to believe X''; (4) a listener must hear the speaker say X''; (5) the utterance must be plausible from the listener's point of view; (6) the listener must take the speaker as meaning the utterance; and (7) the listener must find reality'' to be different from the speaker's verbal expression. Thus, lying is a judgment made about a speaker by a listener. A full description of lying, then, must take into account perceptions of listeners. (HTH)

ED 224 130 EA 015 216

Banach, William J.

Survey/Feedback. Basic School PR Guide.

National School Public Relations Association, Arlington, Va.

Pub Date-80

Note-36p.; One in a series of eight Guides which comprise the Basic School PR Kit. For related documents, see EA 015 213-220.

Available from-Publications, National School Public Relations Association, 1801 North Moore Street, Arlington, VA 22209 ($7.50 each; $37.50 for set of eight).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Community Surveys, Data Analysis, Elementary Secondary Education, Guidelines, Interviews, *Public Opinion, Public Relations, Questionnaires, *Research Methodology, Research Needs, Sampling, School Attitudes, School Community Relationship, School Surveys

Identifiers-Telephone Surveys

To help improve school public relations programs, this handbook tells how to use survey and feedback techniques and how to interpret survey results. The first chapter gives a brief overview of the usefulness of surveys for getting community feedback. Chapter 2 recommends beginning by deciding what one wants to know from a survey, what human and financial resources will be needed, and what the survey's timeline should be. Chapter 3 discusses deciding whom to interview and describes drawing a sample based on statistical confidence levels and using various sample-selection techniques. The advantages and disadvantages of personal interviews, mail surveys, and telephone surveys are enumerated in chapter 4, while chapter 5 discusses whether to use survey questions with multiple-choice, closed-response, dichotomous, preference, ranking, or rating-scale answers. Chapter 6 recommends using volunteers to conduct surveys. Analyzing, interpreting, and reporting survey results are addressed in chapter 7. Thirteen other ways besides surveys to get feedback are suggested in chapter 8, including speakers' bureaus, suggestion boxes, and student rap sessions. The final chapter briefly summarizes the handbook. Three appendices provide a table of appropriate sample sizes and a sample questionnaire and tell how to draw a survey sample. (RW)

ED 224 204 EC 150 386

Reynolds, Grace D., Ed.

Proceedings from Mainstreaming Activities for Youth (Project MAY). Congresses and Conferences (New York, New York, September 10-12, 1981).

National Board of Young Men's Christian Associations, Longview, Wash.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date-81
Note-388p.; Print may be variable due to condition of original.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-Agency Cooperation, Community Resources, *Disabilities, Elementary Secondary Education, Foreign Countries, *Mainstreaming, Models, Parent Attitudes, Physical Fitness, *Recreational Activities, Volunteers, *Youth Agencies

The document contains 1981 proceedings from Project MAY (Mainstreaming Activities for Youth), a collaborative inservice training project involving 11 national agencies serving youth and invited resource organizations. Three project goals are listed to develop cooperation and share hearings in meeting the needs of handicapped persons, to provide inservice training to multiagency leadership in developing programs for the handicapped, and to develop materials for use within voluntary organizations serving youth. Papers are presented from Project May Congresses held in New York City, Honolulu (Hawaii), Dallas/Fort Worth (Texas), Chicago (Illinois), and Livonia (Michigan). Entries cover the following topics: an international overview of the state of the art of services and programs for the handicapped, cultural universals in mainstreaming, coordination of resources and funding, development and coordination of community resources tools for mainstreaming, youth club work, camping, model systems for mainstreaming, health and fitness, older adults, volunteerism, parents' viewpoints, and adaptive aquatics. Also provided are conference agendas, lists of participants, opening and closing conference remarks, and keynote addresses. (SW)

ED 223 778 CE 033 597

Training of Occupational Health Personnel. Report on a Consultation (Belgrade, Yugoslavia, June 24-28, 1981). EURO Reports and Studies, 58.

World Health Organization, Copenhagen (Denmark). Regional Office for Europe.

Report No.-ISBN-92-890-1224-2

Pub Date-82

Note-29p.

Available from-WHO Publications Center USA, 49 Sheridan Avenue, Albany, NY 12210.

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Allied Health Occupations Education, Allied Health Personnel, Clinical Experience, *Educational Needs, *Foreign Countries, Futures (of Society), Interdisciplinary Approach, Medical Education, *Occupational Safety and Health, Technological Advancement

Identifiers-*Europe

The present situation and the future needs in training of occupational health personnel were studied in a consultation held by the Regional Office for Europe of the World Health Organization together with the Government of Yugoslavia. Approaches to training were reviewed for these countries: Bulgaria, Finland, the Federal Republic of Germany, Hungary, Italy, Norway, Poland, Sweden, the Union of Soviet Socialist Republics, the United Kingdom, Yugoslavia, and some other member states of the European community. Attention was also given to problems in occupational health that have arisen from new technological developments (psychological stresses, use of dangerous pathogens and new physical agents in research and production) and from new biological knowledge (undefinable thresholds to exposure to various substances and risk of teratogenicity). New requirements for training that were recommended included both multidisciplinary and interdisciplinary training in occupational health and practical training. Some conclusions were that occupational health specialists must become more specialized, that the value of many routine medical tests should be questioned, that practitioners of occupational medicine must be competent in clinical medicine, that an enormous need exists for development in the field of mental health, and that communication training is needed. (YLB)

ED 223 955 CG 016 364

Thomas, Sandra And Others

Determinants of Marital Quality in Dual Career Couples.

Pub Date-Aug 82

Note-34p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Comparative Analysis, *Dual Career Family, Employed Parents, Family Structure, *Interpersonal Relationship, Motivation, Occupational Aspiration, *Predictor Variables, *Quality of Life, *Role Conflict, Socioeconomic Influences, *Spouses, Work Attitudes

Identifiers-*Marital Satisfaction

Dual career families were exceptions to the norm in the 1960's but have steadily increased in prevalence. Dual career professional couples (N 34) were studied to assess the determinants of marital quality and stability in their relationships. Results revealed that couples in high quality marriages reported satisfaction with all aspects of relationship intimacy, had congruent perceptions that the husband's career was pre-eminent and that the wife's career course was more erratic, and had husbands who were supportive of the wife's career. Egalitarian role sharing, similar careers, and older children were also characteristic. Couples in low quality marriages reported dissatisfaction with relationship intimacy, especially emotional intimacy; this was true most acutely for wives. Children were younger and there was more stress due to childcare, household tasks, and husbands' lack of support for the wives' careers. The findings suggest that a crucial factor for marital quality is spousal consensus on the philosophical/value issues which underlie more overt conflicts about childcare or household management tasks. (JAC)

ED 223 995   CS 006 924

Alexander, Patricia A. Bockmiller, Patricia R.
Perspective Shift in Adult Readers: The Effects of the Generic on the Recall of Expository Text. Texas A and M Univ., College Station. Instructional Research Lab.
Pub Date- 82
Note-20p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes, College Students, Higher Education, Language Patterns, *Language Processing, *Pronouns, *Reading Research, *Sex Bias
Identifiers-*Gender (Language), *Reader Response

Thirty undergraduate students were asked to read and recall information presented in one of two parallel expository passages about the professional athlete. These passages differed only in their use of the he'' or she'' generic referent. The passages were parsed into 19 idea units, and 5 target words in each conveying the generic and conceptual perspective of the passage were selected. Each subject's written recall protocol was scored for the presence or absence of the 19 idea units. No significant difference was found in the number of idea units recalled for the he'' and she'' treatment groups. Protocols were also scored for the presence or absence of altered and unaltered target words. Subjects' target word scores demonstrated a significant difference in the number of altered target words for the she'' passage group, demonstrating a shift in the intended passage perspective from generic to sex-specific. (Author/HTH)

ED 224 076 CS 504 060

Crouse, Janice Shaw Thorpe, Judie Mosier

The Extra-Curricular Perspective: The Moot Court.

Pub Date-Nov 82

Note-33p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communication Skills, Debate, *Ethical Instruction, *Ethics, Higher Education, *Legal Education, Moral Values, *Persuasive Discourse, Relevance (Education), Speech Instruction

Identifiers-Ball State University IN, *Moot Court

At Ball State (Indiana) University, the moot court format's replication of real-world advocacy has been found far more conducive to teaching ethics and values than debate because it provides internal monitoring devices and instantaneous feedback. Of course, the main purpose of the moot court is to polish communication skills. Still, even with this emphasis on communications ethics, ethical and moral questions emerge primarily in three areas: (1) the role of evidence, (2) the use of persuasion and argument, and (3) responsibilities to the client and to society. Questions of evidence are particularly important during the first two sections of moot court, the opening statement and the examination of witnesses. During these phases, accuracy, completeness, relevance, openness, understanding, and reason are stressed. Given the importance of closing arguments and the difficulty of formulating objective rules, students are asked to judge persuasive arguments by effects, truthfulness, type of appeal, intent, and means. Lastly, the realism of the moot court format forcefully impresses upon the students their responsibilities to the client and to society. Although it is unclear whether ethics can be taught, the moot court format does pose many ethical questions that student advocates must grapple with and answer. (Appendixes contain copies of moot court scenarios and agendas.) (JL)

ED 224 096 EA 015 177

Johnson, T. Page

The Supreme Court and the Education of Handicapped Children.

National Association of Secondary School Principals, Reston, Va.

Report No.-ISSN-0192-6152

Pub Date-Sep 82

Note-12p.

Available from-Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (single copies, $.50; quantity discounts).

Journal Cit-A Legal Memorandum; Sep 1982

Pub Type- Opinion Papers (120) - Legal/Legislative/Regulatory Materials (090) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Access to Education, *Court Litigation, Court Role, *Disabilities, Elementary Secondary Education, Federal Aid, Federal Courts, Federal Legislation, *Federal Regulation, Postsecondary Education, Special Education

Identifiers-Board v Rowley, *Education for All Handicapped Children Act, *Rehabilitation Act 1973 (Section 504), Southeastern Community College v Davis, Supreme Court

By deciding some cases and refusing others, the United States Supreme Court has begun to provide answers to some of the legal questions concerning the interpretation of two federal statutes: Section 504 of the Rehabilitation Act of 1973 and the Education for All Handicapped Children Act of 1975 (Public Law 94-142). The first of these statutes imposes a duty on recipients of federal funds to avoid discriminating against otherwise qualified'' handicapped persons. In Southeastern Community College v. Davis, the Court determined that otherwise qualified'' meant qualified in spite of a handicap.'' The ruling in this case has since served as a standard in several other cases. The Court refused to review some cases involving alleged violations of Public Law 94-142, despite the apparent disregard by lower courts of a related Court decision that disallowed the establishment by Congress of retroactive conditions on acceptance of federal funds. The Court did determine in Board v. Rowley that Public Law 94-142 provided an adequate definition of the free appropriate public education'' it mandated, a definition involving the provision of personalized instruction with sufficient support services to permit affected children to benefit educationally, though not guaranteeing a particular level of education. (Author/PGD)

ED 224 226 EC 150 609

Hicks, Joy

Serving Preschool Handicapped Children of Various Cultures: An Annotated Bibliography. TADScript Number 6.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Spons Agency-Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.

Pub Date-82

Contract-300-80-0752

Note-28p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-American Indians, Annotated Bibliographies, Classification, *Cultural Differences, Curriculum, *Disabilities, Educational Policy, Intervention, Mental Retardation, Minority Groups, Parent Participation, Preschool Education, Program Development, Reading Instruction, Spanish Speaking, *Special Education, Student Placement

The reference bibliography is designed to help state agency personnel, program directors and coordinators, and public and private school planners obtain information for planning services for culturally diverse young handicapped children. Section 1 contains 18 references with general information on special education and cultural diversity. A second section (16 references) specifically addresses the preschool handicapped child of a different culture. References in both sections cover such topics as planning a culturally sensitive program, curriculum planning, promoting reading growth, special education policy, nondiscriminatory assessment, parent involvement, and Spanish speaking students. Information on each reference includes the author, title, source, number of pages, publication date, and an annotation. A final section lists the names and addresses of 13 national and regional organizations which may serve as resources on the topic. (SW)

ED 224 246 EC 150 632

Evans, Joyce Bricker, Donna

Differences in Language and Cognitive Development: ECI-3. Early Childhood Intervention Catalog Module.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency-Texas State Dept. of Health Resources, Austin.

Pub Date-Aug 82

Note-63p.; For related documents, see EC 150 630-636.

Pub Type- Reference Materials - Bibliographies (131) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Affective Behavior, Annotated Bibliographies, Autism, *Disabilities, Early Childhood Education, Emotional Disturbances, Infants, Inservice Education, *Intervention, *Language Acquisition, Language Handicaps, Learning Disabilities, *Learning Modules, Mental Retardation, Resources, Young Children

The third of seven training modules for professionals in early intervention focuses on working with young (birth to age 3) children who are speech/language impaired, learning disabled, slow learning, or socially delayed. Background information summarized what is known about language, cognitive and social dysfunction or affect in infants and young children. Three inservice training sessions are outlined: The Baby Connection Teaching and Learning through Love,'' It Takes Two to Talk: Language Games, Conversation, and Fun,'' and Infant Inquiries or How Does Planet Earth Work?'' Ten primary resources on language and cognitive development differences are described in terms of title, author, publisher, cost, audience, date, format, and suggestions for use. Six activity guides are also described, followed by an annotated bibliography of 52 publications. (CL)

Ristau, Robert A.

Present and Future Employment Opportunities in International Trade: A Study of Employment Needs, Opportunities, and Employer Expectations in International Trade An Examination of Positions in Businesses with Bilingual Requirements.

Pub Date-82
Note-52p.; Paper presented at the Eastern Michigan University Conference on Spanish for Bilingual Careers in Business (Ypsilanti, MI, March 18-20, 1982).
Available from-Not available separately; see FL 013 333.
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
Document Not Available from EDRS.
Descriptors-Bilingualism, *Business, Business Education, *College Second Language Programs, *Employment Opportunities, *Employment Qualifications, Higher Education, International Relations, Languages for Special Purposes, *Second Languages, Surveys
Identifiers-Eastern Michigan University

A survey was conducted of businesses in Michigan and adjoining states to investigate employment opportunities in international trade for bilingual graduates of Eastern Michigan University's Language and International Trade Program. Eleven hypotheses were formulated regarding the need for entry-level bilingual employees, the types of positions available, and employer expectations. Questionnaires were mailed to the personnel officers of 195 firms that do business in foreign countries and completed by 44 Michigan and 16 out-of-state firms. It was found that: (1) two-thirds of the respondents stated a need for bilingual employees; (2) many firms reported a need for more than one foreign language; (3) mastery of technical aspects of the language was viewed as the most important competency; (4) bilingual employees were most often involved in marketing, management traineeship, or clerical positions; (5) employers projected future needs for bilingual employees but had few current openings; and (6) employers favored applicants with solid business administration preparation combined with a foreign language minor. A description of the Language and International Trade Program, a review of the literature on international trade and bilingual employment, the survey questionnaire, and a bibliography are included. (RW)

ED 223 836 CE 034 373

Industrial Arts Curriculum Guide in Basic Woodworking. Bulletin No. 1684.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
Pub Date- 81
Note-232p.; For related documents, see CE 034 372-375.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-*Behavioral Objectives, Construction Materials, Course Content, Equipment Utilization, Estimation (Mathematics), Finishing, Guidelines, Hand Tools, *Industrial Arts, Instructional Materials, *Learning Activities, Machine Tools, Mass Production, Occupational Information, Planning, *Program Implementation, Safety, School Shops, Secondary Education, State Curriculum Guides, *Trade and Industrial Education, Vocational Education, *Woodworking
Identifiers-*Louisiana

This curriculum guide contains operational guidelines to help local administrators, teacher educators, and industrial arts teachers in the State of Louisiana determine the extent to which their woodworking programs are meeting the needs of the youth they serve. It consists of a discussion of course prerequisites, goals, content, and implementation as well as 15 units devoted to various subject areas addressed in a woodworking program. Covered in the individual units are the wood laboratory; materials; hand tool care; woodjoinery; selection and planning of projects; estimation and selection of materials and supplies; material processing; fasteners; preparation for finishing; hardware; finishing technology; mass production; power tools; and occupational information. Each unit contains a statement of purpose, goals, topics and time allotments, student activities, teacher activities, and resources. Among those items provided in the guide's appendixes are lists of equipment, information sheets, tool safety information, and a selected bibliography. (MN)

ED 223 894 CE 034 474

Talley, M. Gary
A Full Partnership in Higher Education. AICS Special Report.
Association of Independent Colleges and Schools, Washington, D.C.
Pub Date-82
Note-24p.
Available from-Association of Independent Colleges and Schools (AICS), 1730 M Street, NW, Suite 600, Washington, DC 20036 ($1.00).
Pub Type- Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cost Effectiveness, Educational Benefits, Educational Objectives, Educational Practices, Higher Education, Job Placement, Job Skills, *Job Training, Non Profit Organizations, *Postsecondary Education, *Private Schools, Program Costs, *Program Effectiveness, *Proprietary Schools, Student Costs, Two Year Colleges, *Vocational Education

Independent schools (that is, nontraditional proprietary and nonprofit private colleges) that specialize in shorter term technical, vocational, and business curricula are doing a better job providing short-term vocational education than are traditional two- and four-year colleges that typically offer a wide variety of degrees. While traditional institutions provide both general long-term preparation and short-term skills, the time has come to recognize that independent schools have advantages that make them the last providers of short-term vocational education in this country. Included among these advantages are the following: (1) they manage to place more students in jobs of their fields of interest; (2) they have lower dropout rates; (3) they generally provide for more contact hours of instruction and for more hands-on learning; (4) while the independent schools may seem relatively costly when compared to other forms of education, their services may ultimately be more cost effective because of shorter instructional times and higher placement rates; and (5) since independent schools are market-driven, they are more accountable to employers than are traditional institutions. (MN)

ED 223 976 CS 006 890

Tice, Joan, Ed.

Reading in the 80's: Where Are We Going? Volume 5. Fifth Yearbook of the Arizona State University Reading Conference, 1982.

Arizona State Univ., Tempe. Coll. of Education.

Pub Date-82

Note-95p.; A number of pages may be marginally legible. Conference also sponsored by Arizona State Department of Education, Division of Migrant Child Education. Proceedings published by the Graduate Students in Reading Education.

Available from-Reading Education, Payne B-112, Arizona State University, Tempe, AZ 85287 ($2.00).

Pub Type- Collected Works - Proceedings (021) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academic Achievement, Adolescent Literature, Beginning Reading, Bilingualism, Curriculum Design, Elementary Secondary Education, Humor, *Learning Activities, *Oral Language, Play, *Reading Instruction, *Reading Research, Remedial Reading, Research Utilization, *Study Skills

Identifiers-California Achievement Tests

Contained in this yearbook are the proceedings of the fifth annual Arizona State University Reading Conference. This edition reflects an emphasis on a wide range of topics, including study skills, oral language, and teaching strategies. Following a foreword, the conference articles discuss the following: (1) study skills across the curriculum, (2) new frontiers of reading instruction, (3) imaginative play as a facilitator of prereading skills in bilingual early childhood settings, (4) remediation through oral language development, (5) humor in young adult literature, (6) oral and other forms of communication, (7) practical applications of reading research, (8) directed reading-thinking activities, and (9) results of the California Achievement Test given in Arizona. The yearbook concludes with a review of the contents of the four previous conference yearbooks. (HTH)

ED 224 016 CS 207 242

Broudy, H. S.
Report on Case Studies on Uses of Knowledge.
Spencer Foundation, Chicago, Ill.
Pub Date-1 Dec 82
Note-130p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Case Studies, Educational Experience, Educational Philosophy, Educational Research, Graduate Students, Higher Education, *Knowledge Level, *Prior Learning, *Self Evaluation (Individuals)

Case studies of eight graduate students were designed to seek indirect evidence for the role of explicit and tacit knowledge in interpreting a series of reading selections. The general hypothesis was that formal schooling would be used in nonschool and postschool situations in the following ways: (1) replicative a situation that elicits a school input pretty much as put in; (2) associative a situation that elicits a response that in some way is connected with the situation; (3) interpretive a situation that requires a translation into a set of concepts; and (4) applicative a problematic situation or predicament that calls for a solution or a hypothesis as to what could solve the problematic situation. Of the six reading selections, one was a poem and the other five were excerpts that presumably a college graduate would be able to read with understanding.'' Responses by the eight graduate students varied in many ways, but it was quite clear that in every selection the four uses of their schooling were illustrated. Associations of all sorts were aroused with their sources in books that had been read, childhood experiences, and reports in the daily press. Applicational uses were fairly rare and impressive only in those instances where the graduate studies were in the same field. As to interpretation, it was quite obvious that not having had courses in that discipline revealed itself. Personal interests or ideologies tended to be the core of the interpretation and judgment rather than the contexts of the disciplines. (HOD)

ED 224 116 EA 015 202

Garman, Keats

Building Bridges: School Board Members' Political Roles. A Manual for Workshop Leaders. Keys to School Boardsmanship. A Program of Continuing Education for School Board Members.

Montana School Boards Association, Helena.; National School Boards Association, Washington, D.C.; Northwest Regional Educational Lab., Portland, Oreg.; Washington State School Directors Association, Olympia.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-82

Contract-400-80-0105

Note-173p.; For related documents, see EA 015 201-212. Also contributing to the development of this document were the Idaho School Boards Association, the Oregon School Boards Association, and the Association of Alaska School Boards.

Available from-Publications, National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, DC 20007.

Pub Type- Guides - General (050) - Non-Print Media (100)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Role, *Agency Cooperation, *Board of Education Role, Boards of Education, Educational Cooperation, Elementary Secondary Education, Leaders Guides, *Management Development, Program Administration, Program Development, Program Evaluation, Program Implementation, School Districts, *State School District Relationship, Superintendents, *Workshops

Identifiers-*Board of Education Members, *Politics of Education

The materials in this manual are designed to help workshop leaders prepare for and present a workshop for school board members on the political roles played by the board and its individual members. Three possible workshop focuses are treated, covering political roles at the local level, at the state level, and, in cases of cooperation, between school districts. These workshops are intended to provide school board members and superintendents an opportunity to identify, analyze, discuss, and develop responses to the changing politics of education. The manual consists of six sections: an introduction; three sections on planning, presenting, and evaluating the workshops; a selection of resource materials; and a section containing a booklet for workshop participants on each of the three workshop topic areas. The discussion of planning covers the scope and focus of the workshop, resource and background materials, and the procedures, physical arrangements, and participant groupings suitable. The presentation section includes sequential descriptions of activities in each of the three workshops, as well as of introductory activities. The resource materials provided include papers on both educational politics and interdistrict cooperation, and masters from which transparencies for projection at the workshops can be reproduced. (Author/PGD)

ED 224 148 EA 015 237

Swidler, Ann

The Culture of Policy: Aggregate versus Individualist Thinking about the Regulation of Education.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No.-IFG-PR-82-A13

Pub Date-Jun 82

Grant-OB-NIE-G-80-0111

Note-53p.; Prepared for the IFG Seminar on Law and Governance in Education (April, 1982).

Available from-Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 ($1.00).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Compliance (Legal), *Cultural Influences, *Educational Policy, *Educational Principles, Elementary Secondary Education, *Individualism, *Policy Formation, State Departments of Education, *State School District Relationship

Identifiers-*California

This paper explores the cultural images that underlie educational policy and regulation. Based on interviews with California officials involved in educational policy and governance, it argues that strategies for regulating education are limited by the commitment of officials and their publics to a language of individual benefits and individual rights as the central goods public policy should realize. The individualist imagery indirectly leads regulators to stress compliance with mandatory goods defined as rights, over encouragement of aggregate-level educational outcomes. The paper concludes by examining how some California educational administrators utilize ideals of individual initiative and local control to legitimate a broader state role in education. (Author)

ED 224 165 EA 015 258

Choice in Education: Are Tuition Tax Credits the Answer?

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-82
Note-35p.; Bound with: IFG Policy Perspectives (Win 1982), 15 issues. Not available in paper copy due to small print and colored paper of original document.
Available from-Publications, Institute for Research on Educational Finance and Governance, School of Education/CERAS Building, Stanford University, Stanford, CA 94305.
Journal Cit-IFG Policy Notes; v3 n1 Win 1982
Pub Type- Collected Works - Serials (022) - Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Achievement, Comparative Analysis, Constitutional Law, Costs, Disadvantaged Youth, Educational Objectives, Educational Opportunities, Efficiency, Elementary Secondary Education, *Enrollment Influences, *Equal Education, Federal Regulation, Foreign Countries, Homogeneous Grouping, Institutional Characteristics, Parochial Schools, *Private School Aid, Public Schools, *School Choice, *State Church Separation, *Tax Credits, *Tuition

This collection of short articles summaries of materials presented at an October 1981 seminar focuses on the probable impact of tuition tax credits. An introductory article summarizes arguments for and against. The second pair of articles present highlights of a debate between Chester Finn and Albert Shanker. In addition, 15 brief articles look at these aspects of the tuition tax credit controversy: uniformity and diversity as democratic ideals for schooling, the emergence and meaning of private education, the public interest in education, constitutional issues, the importance of the private sector of education, the question of whether the benefits of tuition tax credits would be equitable, the importance of how a system of private and public schools sorts students into groups, possible increased regulation resulting from additional public support of private schools, the unrecognized difficulties of comparing the efficiency of public and nonpublic schools, estimations of enrollment shift resulting from tuition tax cuts, the differences in student achievement between public and private schools, the projected cost of tuition tax credits, public financial support for nonpublic education in other countries, future impacts of tuition tax credits (especially regarding the promotion of the homogeneous school), and the case against tuition tax credits. (Author/JM)

Lumpkin, Garren
Estimulacion Precoz para Ninos Minusvalidos (Early Stimulation for Disabled Children).
Costa Rican Social Security System, San Jose. Center for Training and Research.; Michigan State Univ., East Lansing. Univ. Center for International Rehabilitation.
Pub Date-81
Note-202p.; Print is poor.
Language-Spanish
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Agency Cooperation, Child Development, *Developmental Disabilities, Etiology, Foreign Countries, Mental Retardation, Prenatal Influences, Preschool Education, Prevention, *Program Development, *Rural Education, *Training Methods
Identifiers-*Costa Rica

Written as a first step to improve early stimulation services to developmentally disabled and retarded preschool aged children in Costa Rica, the manual, in Spanish, seeks to attain the following objectives: raise consciousness and understanding of health service personnel, primary and special educators, rehabilitation personnel, and parents; increase abilities of team members,'' improve service to rural preschool children not presently served by Costa Rican programs; and promote increased cooperation among the various national institutions. An introductory chapter explains early stimulation in Costa Rica, and justifies the need for the population to be served. Next, a step-by-step approach to developing a program in a rural area covers aspects such as program objectives, administration, and operation. Prenatal influences and measures to prevent birth defects are briefly considered. The child's normal developmental stages are considered, followed by a discussion of influences of deafness, visual impairment, physical handicap and mental retardation on normal development. An extensive chapter describes etiology, characteristics and problems associated with major disabilities, and training techniques. Two final chapters address evaluation of the child's development and guidelines for working with parents. Line drawings illustrate the text. Appendixes list resources and references. (MC)

ED 224 266 EC 150 653

Weintraub, Frederick J. Higgins, Scottie

Planning State Fiscal Policies to Meet Local Needs. Special Education in America: Its Legal and Governmental Foundations Series.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-82
Contract-400-81-0031
Note-32p.; For related documents, see EC 150 651-652.
Available from-The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (Publication No. 255, $4.00).
Pub Type- Information Analyses - ERIC Information Analysis Products (071)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Costs, Decision Making, *Disabilities, *Educational Finance, *Educational Policy, Elementary Secondary Education, *Financial Policy, State Government, *State School District Relationship, *Statewide Planning

Part of a series on the legal and governmental foundations governing education of handicapped and gifted children, the document explores the local variables that uniquely affect the cost of educating handicapped children and which thereby should be considered when developing state special education fiscal policies. An initial section outlines three phases (the benefactor role, programmatic role, and facilitator role) in the development of public policy and fiscal responses; and reviews critical factors to be considered in decision making, including the fiscal resources from which education can be supported, the needs of the population, and distribution factors. Practical examples of how local variables within eight factors influence state special education fiscal policies are described. The eight factors addressed are: population characteristics (population size, density, increasing/decreasing enrollment, eligibility criteria, interagency shifts, magnet effect); individual education needs (procedural protection, intensity of services, duration, multiple agency criteria); service delivery systems (program services, service providers, private insurers); governance structures (type of governance units, responsibility vs. authority, special education and the school budget); system costs (geographic location, price level variations, contract negotiations, resources); resources revenue-generating wealth, tax-levying authority, availability of community resources, private services, personnel resources); timing and predictability (dollar flow, fiscal stability, contingency capability); and accountability (state education agency responsibilities, local education agency responsibilities). The document concludes with a brief outline of basic principles influencing the cost of special education and related services. (SW)

ED 224 285 FL 013 181

Cook, Guy

The Use of Literary Extracts in the Teaching of EFL.

London Univ. (England). Inst. of Education.

Pub Date-80

Note-23p.; In its English Literature for EFL,'' Working Documents 2.

Available from-Institute of Education, London University, 20 Bedford Way, London W.C. 1, England.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Second Language Programs, *English (Second Language), Fiction, Higher Education, Instructional Materials, **Literature, *Prose, *Reading Material Selection*, Second Language Instruction

The use of extracts from works of prose literature for teaching English as a foreign language at intermediate and advanced levels is considered. Attention is directed to the effectiveness of using such extracts as a means of improving the English of foreign learners, and to criteria for the choice and presentation of the extracts. The last six paragraphs of The Dead,'' the final short story of James Joyce's Dubliners,'' is used to illustrate how literary discourse may both lose meaning and acquire false meaning when extracted from the full text to which it belongs. It is intended to demonstrate one of the worst choices that can be made by a teacher or editor. The extract contains an unusual density of connections with the text that precedes it. It does this partly because it is conclusive to that text, and partly because of the nature of its subject: the thoughts of a man at the end of an emotionally charged day. It is implied that such a passage is unsuitable for teaching purposes. Criteria for selection of extracts include the following: (1) extracts should be chosen that do not encourage the student to create false texture'' by making interpretations which, though viable within the extract, are demonstrably false in context; (2) extracts should, where possible, be introductory rather than continuing or conclusive; (3) the number of allusions to information given in the preceding text should be analyzed and annotated, omitted, or altered; and (4) extracts whose mood is internally created should be chosen in preference to extracts whose mood is created by conjunction with the preceding text. (SW)

ED 223 797 CE 034 071

Barnard, Janet C.

When Retention Fails, Is Reattraction Worth Trying?

Pub Date-1 Nov 82

Note-8p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Dropouts, Adult Students, *Business Education, *Continuing Education, Educational Research, Postsecondary Education, *Student Recruitment

A pilot study measured the results of an attempt to locate inactive continuing education students and encourage them to enroll in one or more program-related courses. A sample of 20 randomly selected students who had been inactive for 3 years was involved. All had been undergraduate business students lacking a maximum of four courses to complete program requirements. During the 6 months following a mailing regarding completion of their programs and a subsequent phone call, five respondents registered in at least one program-related course at the institution. Several subjects who had moved from the geographical area had already earned transferable credit from other colleges or sought permission to do so. The study seemed to indicate the need for an ongoing process for recognizing and tracking inactive students. (YLB)

ED 223 817 CE 034 299

Crabtree, Myrna P. Baum, Rosemere

Food and Nutrition Curriculum Guide for Florida. Elementary Level, Middle/Junior High Level, Senior High Level, Post-Secondary Level.

Florida International Univ., Miami.

Spons Agency-Florida State Dept of Education, Tallahassee. Div. of Vocational Education.

Pub Date-82

Note-494p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF02/PC20 Plus Postage.

Descriptors-Behavioral Objectives, *Competence, Competency Based Education, Course Content, Educational Resources, Elementary Secondary Education, *Foods Instruction, Home Economics, *Learning Activities, *Nutrition Instruction, Postsecondary Education, State Curriculum Guides, Test Items, Vocational Education

Identifiers-*Florida

This curriculum guide contains competency-based curricula suggested for teaching foods and nutrition courses on the elementary, middle/junior high school, senior high school, and postsecondary levels in Florida. For each level, concepts and subconcepts are presented, referenced to competencies or terminal performance objectives. For each competency, learning activities that are appropriate for the various age groups are suggested, along with resources needed to conduct the activities. The guide also contains suggestions for educational activities for each level. A bibliography is included. (KC)

Hamparian, Donna M. And Others

Youth in Adult Courts: Between Two Worlds. Northeast Region. Major Issues in Juvenile Justice Information and Training.

Academy for Contemporary Problems, Columbus, Ohio.
Spons Agency-National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
Report No.-NCJ-80827
Pub Date-82
Grant-78-JN-AX-0038
Note-234p.; For related documents see CE 034 347-348 and CE 034 395-402.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Adolescents, *Court Litigation, *Court Role, *Courts, *Delinquency, Delinquent Rehabilitation, Due Process, Federal Courts, Justice, Juvenile Courts, Laws, Legal Problems, Legal Responsibility, Public Policy, State Courts, *State Legislation
Identifiers-*United States (Northeast)

State profiles of youth in adult courts were compiled for each of the 50 states, the District of Columbia, and the Federal District Courts. This volume contains profiles for the Northeastern states of Connecticut, Delaware, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont. The first part of each state profile describes the process by which youths are referred to adult courts and what can happen to them after conviction. Included in this part are descriptions of (1) the court organization, (2) the pertinent statutory provisions in the state code, (3) the relevant cases tried in the state supreme court and the federal courts since 1950, and (4) the correctional placement options for juveniles convicted in adult courts. This information was obtained through a search of the statutes and case law and through telephone interviews with court and correctional officials. The second part of the profile presents data collected from every county in the state on the frequency of referral of youths to adult courts through each of the mechanisms permitted by state law. In addition, demographic information, offense characteristics, and the judgments and sentences received by these youths are described for the most populous counties and counties referring five or more juveniles to adult courts in 1978. (KC)

ED 223 874 CE 034 441

Baran, Nancy H., Ed. Tarrant, Sharon M., Ed.
Managing Your Credit. Household International, Prospect Heights, IL. Money Management Inst.
Pub Date-82
Note-47p.; For related documents see CE 034 442-453.
Available from-Money Management Institute, Household International, 2700 Sanders Road, Prospect Heights, IL 60070 ($.75 each; set $5.00; quantity discounts available).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, Consumer Economics, *Consumer Education, *Credit (Finance), *Money Management

This booklet on managing credit, 1 in a series of 12, covers all the basic aspects of personal- and family-money management. Suitable for use by high school and college students as well as adults, this handbook tells how to establish credit, determine credit limits, and maintain a favorable credit history. Section 1 on understanding consumer credit presents basic information, including what consumer credit is, pros and cons of credit, the cost of credit, credit worthiness, comparing credit charges, types of consumer credit, sources of cash credit, and consumer credit agreements. Section 2 on managing credit dollars discusses uses of credit, including shopping for credit, handling financial difficulties, and managing credit in the future. Following a list of suggested resources (organizations, books, and pamphlets) are these appendixes: United States credit legislation in brief (acts, major provisions, page/reference, penalties for noncompliance, governing agencies), a glossary, and methods for computing credit charges. (YLB)

ED 223 913 CG 016 308

Marrone, Joseph G.

Personality Mediators of Sex Differences in Divergent Production.

Pub Date-Apr 82

Note-15p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (53rd, Baltimore, MD, April 15-18, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Anxiety, Cognitive Ability, *Cognitive Style, Females, *Intelligence, Males, Mental Rigidity, Personality Measures, *Personality Traits, *Sex Differences

Recent discussions of sex differences in intellectual abilities concur that such cognitive sex differences are statistically reliable yet small. To examine the variables of anxiety, rigidity, and divergent production, and to demonstrate that meaningful interactions involving the sex variable may be revealed when there are no simple'' sex differences on any of these variables, and that the magnitude of these effects is not inconsequential, subjects (N 275) completed the State-Trait Anxiety Inventory (STAI) as well as a 49-item self-report measure of rigidity. Results indicated that complex interactions involving the sex variable were possible even when no simple'' sex differences occurred in the dimensions examined. The findings suggest that the current trend toward more careful appraisals of reported sex differences may be a genuine step forward. (PAS)

ED 223 935 CG 016 344

Vesely, Marie And Others

Fair Play: A Report of a Study of the Administration of Aid to Families with Dependent Children in Several Midwestern States.

Case Western Reserve Univ., Cleveland, Ohio.
Spons Agency-Community Services Administration, Washington, D.C.
Pub Date-82
Note-85p.; Appendix A is of marginal legibility.
Available from-Project Fair Play, School of Applied Social Sciences, Case Western Reserve University, Cleveland, OH 44106 ($4.00).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Administrative Problems, College Students, Communication Problems, Economically Disadvantaged, Higher Education, *Program Administration, Program Effectiveness, *Welfare Agencies, *Welfare Recipients, Welfare Services
Identifiers-*Aid to Families with Dependent Children, *Project Fair Play

Applying for public assistance can be a difficult, long, and humiliating process. Administrative practices can prevent applicants from receiving their lawful benefits from agencies handling Aid to Families with Dependent Children (AFDC). To examine these problems, Project Fair Play recruited graduate social work and law students as advocates for AFDC recipients; and gathered study data using a Case Report Form for each family seeking assistance in resolving an AFDC problem. Agency and legal services questionnaires were developed for face-to-face or telephone interviews with social, legal, and human services agency staff, as well as a Welfare Client Survey for people in local welfare department waiting rooms. Analyses of the data collected showed nine major categories of findings including: (1) welfare system management problems; (2) barriers to entering the welfare system; (3) communication problems; (4) welfare system inefficiency; (5) welfare system insensitivity; (6) client characteristics; (7) child support problems; (8) detection of fraud problems; and (9) emergency service problems. Section 2 is a detailed discussion of each of the findings. A reference list and two appendices providing information on Project Fair Play student participants, clients and the AFDC population are also included. (PAS)

ED 224 056 CS 504 030

Carbaugh, Donal

Ethnography of Communication: Cultural Codes and Norms.

Pub Date-Nov 82

Note-31p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communication Research, Content Analysis, Cultural Context, Cultural Traits, *Ethnography, Interpersonal Communication, *Research Methodology, *Speech Communication, *Theories

Identifiers-High School (Film)

The primary tasks of the ethnographic researcher are to discover, describe, and comparatively analyze different speech communities' ways of speaking. Two general abstractions occurring in ethnographic analyses are normative and cultural. Communicative norms are formulated in analyzing and explaining the patterned use of speech.'' Analysis of cultural communication specifies the meaningful system of communicative behavior'' that is governed by an intersubjective understanding of what is coherent and meaningful. While communicative norms specify the appropriate performance of speech, cultural communication places the performance in a particular interpretive context. Both normative and cultural analyses offer distinct and complementary insights into communication phenomena. The ethnography of communication as a perspective and method offers a productive way to describe and interpret human communication. An analysis of the film High School'' demonstrates the ethnographic approach to communication. A conversation in the film between a counselor, a student, and the student's mother illustrates a communicative norm (that teachers must be addressed with respect) and the cultural component (adolescent language). Other ethnographic research literature also illustrates these two abstractions. By focusing on communicative norms and ignoring the cultural codes in communication, researchers are missing sources in understanding the patterned use and meaning of human communication. (HTH)

ED 224 131 EA 015 217

Ascough, Larry

Involving ALL Your Publics. Basic School PR Guide.

National School Public Relations Association, Arlington, Va.

Pub Date-80

Note-36p.; One in a series of eight Guides which comprise the Basic School PR Kit. For related documents, see EA 015 213-220.

Available from-Publications, National School Public Relations Association, 1801 North Moore Street, Arlington, VA 22209 ($7.50 each; $37.50 for set of eight).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Communication (Thought Transfer), Community Attitudes, *Community Involvement, Elementary Secondary Education, Evaluation Methods, Information Dissemination, Older Adults, *Public Opinion, *Public Relations, School Business Relationship, *School Community Relationship, School Support

To help educators improve their school public relations (PR) programs, this handbook tells them how to identify and communicate with special publics'' and how to evaluate their communication efforts. An introductory overview points out that two-thirds to three-quarters of the adult population have no children in school and that schools need to reach these publics. Chapter 1 recommends beginning by analyzing the community and the district's existing PR efforts, categorizing and prioritizing the publics, preparing district staff, pushing community involvement, writing PR plans, and ensuring that PR activities have adequate resources. The special publics enumerated in chapter 2, include the business and real estate communities, religious institutions, senior citizens, community organizations, government agencies, higher education institutions, private schools, and youth groups. Chapter 3 discusses how to reach these publics using information dissemination (including speakers, school visits, and the mass media), advocacy groups for public education, campaigns on school issues, community expertise for instruction and management assistance, and learning assistance (both for and from schools). Evaluation methods suggested in chapter 4 include an early warning system'' to monitor public attitudes, community surveys, and PR assessment groups. The final chapter briefly summarizes the handbook. (RW)

Wood, Frank H. Raison, Susan

Problem Behavior in Schools: A Bibliography. Revised.

Minnesota Univ., Minneapolis. Dept. of Psychoeducational Studies.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Pub Date-81
Grant-G007601871; G007902045
Note-68p.
Available from-National Support Systems Project, 350 Elliott Hall, University of Minnesota, 75 E. River Rd., Minneapolis, MN 55455 ($2.00).
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Autism, *Behavior Problems, Delivery Systems, Drug Therapy, *Emotional Disturbances, Ethics, Hyperactivity, Incidence, *Intervention, Learning Disabilities, Legal Problems, Neurological Impairments, *Psychoeducational Methods, Psychosis, Student Characteristics, *Student Evaluation, Teacher Education, *Theories

The bibliography lists approximately 800 books and articles (c. 1950-1979)on 10 topics of behavior problems: theoretical foundations; incidence; characteristics of classified group (autistic/psychotic, emotionally disturbed/behavior disordered/learning disabled, brain injured/hyperactive/hyperkinetic); social context of education; legal and ethical issues; service delivery planning; classroom assessment and evaluation; interventions (behavioral/structured interventions, psychoeducational/psychodynamic interventions, drug therapy); teacher preparation and personal growth; and textbooks, reviews, and collections. Each entry contains information on author, title, source, date, and pagination. A supplemental bibliography (October 1980 to September 1981) lists 76 references. (CL)

ED 223 779 CE 033 604

Mancebo, Samuel T.

The Philippine System of Education: Some Implications to Agricultural Education.

Pub Date-8 Jan 82

Note-20p.; Parts of this document may not reproduce well. Lecture given at the Centre for Forestry Education Development for the Asia and Southwest Pacific Regions at the University of the Philippines at Los Banos College (Laguna, Philippines, January 8, 1982).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Agricultural Education, *Developing Nations, *Economic Development, *Educational Needs, *Foreign Countries, *Labor Force Development, Nonformal Education, Vocational Education

Identifiers-*Philippines

The Philippine educational system views education as a human development resource conversion process that can maximize the realization of the national developmental goals. Students comprise the principal input of this manpower resource conversion process. The output is individuals who can find useful and productive employment. Two broad strategies in the processing of manpower output are recognized: formal education and nonformal education. An overall assessment of the Philippine educational system shows that its outstanding feature is its high enrollment at all school levels and its overall quantitative achievements. Its key weaknesses are unsatisfactory instructional quality, high dropout and repeater rates, inequality in educational opportunity, and inadequate attention to technical skill training. The agricultural educational system, and within it the forestry educational subsystem, has experienced rapid growth in enrollments and number of agricultural institutions. This has led to low quality instruction caused by financial contraints, an inadequate number of well-trained teachers, and poorly trained graduates who have difficulty in qualifying for employment. Agricultural education needs rationalization through standards and the establishment of a National Agricultural Education System, upgrading of teaching staff capabilities, and effective means to educate the public through the media and institutionalized nonformal educational programs. (YLB)

ED 223 956 CG 016 365

Poggi, Sheryl And Others

School Guidance and Counseling in Illinois.

Illinois State Board of Education, Springfield. Div. of Specialized Education Services.

Pub Date-82

Note-20p.; For related documents, see CG 016 366-368.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Career Counseling, *Compliance (Legal), Counseling Services, Counselor Certification, *Counselor Role, Educational Counseling, Elementary Secondary Education, Faculty Handbooks, Legal Responsibility, Program Descriptions, *Pupil Personnel Services, *School Counselors, *School Guidance, *State Boards of Education

Identifiers-*Illinois

This handbook for pupil personnel workers in Illinois opens with a discussion of the historical development of school guidance and counseling and its emergence in Illinois. The role and function of school guidance counselors is discussed, including group counseling and guidance, individual counseling, educational planning and placement, career guidance and counseling, appraisal, consultation, liaison and referral, evaluation, research, and public relations. The regulatory basis for guidance and counseling programs is outlined and the relationship of the State Board of Education to pupil personnel services is discussed. The materials also describe the standards for counselor certification. A list of publications in the area of guidance and counseling that are available from the Illinois State Board of Education is appended. (JAC)

ED 223 996 CS 006 925

Pitts, Murray C. Thompson, Bruce

The Influence of Children's Cognitive Styles on Reading Comprehension.

Pub Date-Feb 82

Note-11p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Style, Conceptual Tempo, Elementary Education, *Learning Modalities, *Learning Processes, *Reading Comprehension, Reading Difficulties, Reading Instruction, *Reading Research, Schemata (Cognition), Student Behavior, Student Needs

A study of 103 second, third, and fourth grade students investigated relationships among cognitive styles and reading comprehension. Each subject was individually tested using four different instruments to assess four cognitive styles: (1) field-independence/dependence (ability to locate a simple figure concept hidden in a complex field), (2) conceptual tempo (how one responds in situations of response uncertainty), (3) breadth of categorization (identifying maximum and minimum plausible answers to a variable), and (4) attentional style (attending to relevant stimuli while ignoring irrelevant stimuli). The dependent variable in the study was reading comprehension ability, as measured by a test developed by the Educational Testing Service. The results suggest that cognitive styles, especially field-independence, are in fact related to reading comprehension and that students who are relatively field-dependent, impulsive in responding, and distracted by irrelevant stimuli are most likely to have difficulty with reading comprehension as a result of learning styles. Teachers might employ style measures to help identify these high risk students, and may also try to help students modify styles, or help them use strategies that compensate for style-related difficulties. For example, impulsive students might be rewarded for reading all directions and 11 possible answers before responding to questions, and students with constricted control might be given a quiet area in which to work. (HTH)

ED 224 036 CS 207 278

Bebermeyer, Ruth And Others

Sample Exercises and Scoring Guides. Developed in Conjunction with the Writing Research and Resources Project.

CEMREL, Inc., St. Louis, Mo.
Spons Agency-National Irst. of Education (ED), Washington, DC.
Pub Date-30 Nov 82
Contract-400-80-0102
Note-27p.; For related document see CS 207 277.
Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Elementary Secondary Education, *Evaluation Criteria, Prewriting, *Student Developed Materials, *Teacher Developed Materials, Teaching Methods, *Writing Evaluation, *Writing Exercises, Writing Instruction
Identifiers-*Primary Trait Scoring

This paper presents 40 writing assignments and 16 scoring guides used by elementary and junior high school teachers who participated in a writing research and resources project in connection with primary trait scoring. Not all of the assignments presented were originated by the teachers: some were taken or adapted from a textbook; occasionally they came from another source. Tables are included showing the grade level intended for each assignment, classifying assignments by mode (expressive, explanatory, persuasive), and showing the mode of assignment by grade level. Where scoring guides are provided, the purpose is nearly always present in a statement of the primary trait. Several of the assignments offered specify a mix of modes by asking students both to describe or explain something and to tell how they feel about it. All of the offered assignments involve considerable prewriting activity and the use of some verbal information about strategies to use in achieving the purpose of the writing, though few of the written assignments specify those strategies. A number of the scoring guides included in the paper emphasize organization and form as criteria; sometimes quantity of detail or argument or use of a particular type of language differentiates categories. Nearly all guides presented exhibit some abstract language which admits of subjective judgment on the part of the reader and testifies to the difficulty of formulating criteria in specific terms. (HOD)

ED 224 077 CS 504 061

The Condition and Needs of the Live Professional Theatre in America. Phase II Report: Recommendations.

Mathematica, Princeton, N.J.

Spons Agency-National Endowment for the Arts, Washington, D.C.

Pub Date-16 Apr 79

Note-28p.; For related documents see ED 219 815-816 and CS 504 062-063.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Acting, *Federal Government, Federal Regulation, *Government Role, Guidelines, *Needs Assessment, Professional Personnel, Professional Recognition, Public Opinion, Research, Tax Allocation, *Theater Arts, *Theaters

Identifiers-National Endowment for the Arts

The second phase of a two-phase study of the condition and needs of the live professional theatre in America since the mid-1960's called for recommendations by an advisory group appointed by the National Endowment for the Arts. These recommendations, based on the data collected during the first phase of the study and on personal experience, as theatre professionals, of the advisory group members, concerned the following areas: professional theatre institutions, professional theatre personnel, increased accessibility, taxation, federal leadership, and further studies. Essentially, the federal government can and should take a strong lead in helping change the public perception that theatre can and should pay its own way. It should take a lead through corrective federal legislation to provide direct and indirect increased public support to professional theatre, and it should encourage appropriate legislative action by nonfederal centers of government. Also, the interrelationships among the not-for-profit and the for-profit theatres should be encouraged for the benefit of theatre as a whole, while the integrity of the motivation of each section should be recognized. Finally, the importance to American society of the multifaceted artistic and economic roles of theatre should be realized and become the basis of further studies. (HOD)

ED 224 097 EA 015 178

Wilbur, Franklin P.

College Courses in the High School: New Opportunities for the Twelfth Year.

National Association of Secondary School Principals, Reston, Va.

Pub Date-Sep 82

Note-14p.

Available from-Publications, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (single copies, $.50; quantity discounts).

Journal Cit-Practioner; v9 n1 Sep 1982

Pub Type- Collected Works - Serials (022) - Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Acceleration (Education), *College Attendance, College Bound Students, *College Credits, *College School Cooperation, Early Admission, Higher Education, High Schools, *High School Seniors, Program Evaluation, Program Implementation, *Transitional Programs

A growing number of schools and colleges are making college courses available to high school seniors. This document discusses factors affecting the success of partnerships between schools and colleges for the purpose of providing such courses and describes several programs currently operating. The author first identifies 10 basic principles underlying successful cooperation between schools and colleges. The report next discusses practical steps to take when starting a program. A list of questions serves as a checklist for administrators evaluating the quality of programs once they are started. The document concludes with descriptions of 10 programs from schools across the country. These descriptions note several characteristics of each program, including the nature of the community served, the extent of student participation, the type of relationship established among the institutions involved, the location where the students are taught, the effectiveness of the program, the means by which tuition costs are covered, the types of classes offered, and the transferability of the credit earned. (Author/PGD)

ED 224 227 EC 150 610

Trohanis, Pascal L. And Others

Consultation and the TADS Experience. Occasional Paper Number 1.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Spons Agency-Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.

Pub Date-81

Note-27p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Consultation Programs, *Delivery Systems, *Disabilities, Early Childhood Education, Models, Professional Services, Program Descriptions, *Technical Assistance

Identifiers-*Technical Assistance Development System

During the past 10 years, the Technical Assistance Development System's (TADS) staff and advisory board members along with 500 other people have provided consultation services to model demonstration programs and state education agencies that help young handicapped children and their families. Consultants are usually located through a sponsor or broker. The consultant role involves that of advocate, technical expert, and process facilitator. Successful consultants usually posess specific knowledge and expertise, communication skills, systematic procedures, and interpersonal skills. Central to success for a broker are effective procedures, an orientation of responsiveness, nondirectiveness, knowledge, and skills; while important client characteristics are knowledge, involvement, communication ability, realistic point of view, autonomy, and leadership. There are some practical considerations involved in matching prospective consultants to clients such as determining type of agency, previous experience, and compatibility of professional philosophy. Because of the nature of the work, the consultant with the TADS approach may be faced with problems in areas including identification of the client, confidentiality, and lack of feedback from the consultant/client interaction. The broker agency may face problems involving role conflicts, financial arrangements, selection of consultants, and accountability. The client can also have complaints regarding timeliness of consultation services, communication with consultants, and readiness for consultation. The TADS model for consultation contains the steps of needs assessment, the technical assistance agreement, technical assistance delivery, evaluation of assistance, and program planning. Flaws in the consultation model are seen to be inefficiency, arrogance of the consultants, and iatrogenesis (i.e. that consultation may produce more problems than it solves). The client-centered and nondirective philosophy of the TADS approach has resulted in generally positive consultation relationships. (SW)

ED 224 247 EC 150 633

Evans, Joyce Bricker, Donna

Materials and Equipment: ECI-4. Early Childhood Intervention Catalog Module.

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-Texas State Dept. of Health Resources, Austin.
Pub Date-Aug 82
Note-92p.; For related documents, see EC 150 630-636.
Pub Type- Reference Materials - Bibliographies (131) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Disabilities, Early Childhood Education, *Equipment, Games, Infants, *Instructional Materials, *Learning Activities, Learning Modules, Lesson Plans, *Material Development, Playgrounds, Resources, *Toys, Young Children

The fourth of seven modules for professionals working with young (birth to age 3) handicapped children provides information on equipment, materials, and activities in early intervention. Background information discusses ways to catalog materials and equipment and describes teaching approaches using toys and manipulatives. A variety of teaching sequences are presented with information on concept, purpose, materials needed, presentation, new words, and sequence of activities. Sources for toys and manipulatives are listed. Following a brief consideration of criteria for material selection are annotated descriptions of four books on the topic. Information on playgrounds and equipment is also provided. The final section presents annotations on the following topics: commercial materials and equipment; material construction; instructional/activity books for six areas, including art, cooking, and self concept; books for children (understanding feelings and concepts and understanding handicaps); audiovisuals and records for children; and catalogs. (CL)

ED 223 798 CE 034 076

Cook, 9-5. Military Curriculum Materials for Vocational and Technical Education.

Air Force Training Command, Lowry AFB, Colo.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-286p.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Audiovisual Aids, Behavioral Objectives, *Cooking Instruction, Cooks, Educational Resources, *Food Service, *Foods Instruction, Learning Activities, Lesson Plans, Nutrition Instruction, Postsecondary Education, Secondary Education, *Teaching Methods, Test Items, Units of Study, Vocational Education
Identifiers-Military Curriculum Project

This course, which was adapted from military curriculum materials for use in vocational and technical education, provides training in both the theoretical and practical phases of cooking for students who want to become semiskilled (apprentice) cooks. The theory portion of the course is intended for the classroom, not the laboratory. The course is organized in two parts. Block 1 covers food service techniques, including the following four units: sanitation, storeroom procedures, nutrition, and meat identification. Block 2, the role of the cook, contains the following four units: equipment; cooking terms, seasoning agents, and weights and measures; principles of food preparation; and progressive cookery and waste prevention. Each unit contains criterion objectives and a brief introduction followed by information on the subject in text form. These are followed by questions that can be used either as review exercises or as test items. For the instructor, a plan of instruction is provided that contains the criterion objectives for each unit of instruction, the duration of each unit, the support materials to be used by the instructor, and the training methods to be used (primarily discussion and demonstration). The support materials include Air Force Manuals and audiovisual aids. (KC)

ED 223 818 CE 034 300

Crabtree, Myrna P. Maltby, Carolyn T.

Home Economics Curriculum Competency Based Modules in Reading, Writing and Mathematics. Tools for Integrating Basic Skills into Selected Aspects of the Consumer and Homemaking Program.

Florida International Univ., Miami.

Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date- 82

Note-674p.; For related document, see CE 034 301.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF04/PC27 Plus Postage.

Descriptors-*Basic Skills, Child Development, Clothing Instruction, Competence, Competency Based Education, Consumer Economics, *Consumer Education, Family Life, Foods Instruction, *Home Economics, Home Furnishings, Homemaking Skills, Housing, Instructional Materials, *Integrated Curriculum, Learning Activities, Learning Modules, Mathematics Instruction, Minimum Competencies, Nutrition Instruction, Pretests Posttests, Reading Instruction, Secondary Education, *Teaching Methods, Textiles Instruction, *Units of Study, Vocational Education, Writing Instruction

Identifiers-Florida

This document, consisting of six modules, was designed to help home economics teachers integrate the teaching of reading, writing, and mathematics skills into homemaking and consumer economics courses. The modules were developed to help students meet the minimum standards for these skills in Florida secondary schools. Preceding the modules in the document is a matrix for each course. The matrix provides an overview on concepts, subconcepts, standards, and skills for reading, writing, and mathematics including the pages on which the teacher can find them. Each module contains several concepts, standards, and skills to be mastered in various lessons; competencies to be achieved in each lesson; learning activities for individuals; class participation guidelines for meeting the indicated competencies; and pretests and posttests. Subject matter covered in the six modules includes child development, family living, textiles and clothing, foods and nutrition, housing and home furnishings, and family economics. A glossary and selected references are included with an appendix containing minimum student performance standards for Florida schools. (KC)

Industrial Arts Curriculum Guide in Basic Metals. Bulletin No. 1685.
Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.
Pub Date-Sep 82
Note-127p.; For related documents, see CE 034 372-375.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Behavioral Objectives, *Course Content, Curriculum Guides, Equipment Utilization, Hand Tools, *Industrial Arts, Instructional Materials, Learning Activities, Machine Tools, Metal Industry, *Metals, *Metal Working, Planning, *Program Implementation, Safety, Secondary Education, Sheet Metal Work, *Trade and Industrial Education, Vocational Education, Welding
Identifiers-*Louisiana

This curriculum guide contains operational guidelines to help local administrators, teacher educators, and industrial arts teachers in the State of Louisiana determine the extent to which their basic metals courses are meeting the needs of the youth they serve. It consists of a discussion of course prerequisites, goals, content, and implementation as well as 16 units devoted to various subject areas addressed in a basic metals course. Covered in the units are general safety, basic metalworking tools, layout, bench metalwork, sheet metal, art metal, ornamental metalwork, forging, metal casting, welding, metal finishing, planning, careers in metalworking, and basic metals projects. Each unit contains some or all of the following: objectives, time allotments, suggested topics, student activities, teacher activities, resources, and a unit inventory listing necessary tools and equipment. Among those items appended to the guide are safety rules, steps in making a layout, samples of basic metals projects, a sample student-planning sheet, suggestions for measuring achievement, sample test questions, techniques for conducting classes and for motivating students, and a list of resource materials. (MN)

ED 223 895 CE 034 484

MacKenzie, John

New Careers Competency Based Training and Education System.

Manitoba Dept. of Labor and Manpower, Winnipeg.

Pub Date-Nov 82

Note-19p.

Available from-New Careers Branch, Dept. of Labour and Manpower, 5th Floor, 213 Notre Dame Avenue, Winnipeg, Manitoba, Canada R3B 1N3.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Basic Education, Adult Education, Adult Programs, Adults, Canada Natives, *Competency Based Education, *Economically Disadvantaged, *Educationally Disadvantaged, Employment Potential, Employment Programs, Females, Foreign Countries, Job Skills, *Job Training, Outcomes of Education, Postsecondary Education, Program Effectiveness, Program Implementation, Vocational Education, *Work Experience Programs

Identifiers-*Manitoba

New Careers is an alternative adult career-training and education program that provides experienced-based career training to people in Manitoba who have had little or no opportunity to take part in formal education and employment in the labor force. The adults in training enter the program with a grade 9 educational level. They receive adult basic education to enable them to attain grade 12 equivalency; basic literacy training; and advanced reading, writing, mathematics, and science skills for the job. The competency-based training program starts by identifying the needs of employers and their commitments to training and hiring individual workers. A competency-based training plan consisting of a job description; a detailed task list; identification of all the knowledge, skills, and values necessary to perform each task; a list of classroom and on-the-job training modules; and an evaluation format is developed and implemented for individual trainees. In fiscal year 1981-82, 91 trainees graduated from the program prepared to enter 12 careers. Eighty-seven percent of the graduates are presently employed in the province. In 1982, 9 training projects prepared 128 trainees who were working in 45 companies in 68 communities throughout Manitoba; 54 percent are of native ancestry and 51 percent are females. (KC)

ED 223 914 CG 016 309

Brunson, Bradford I.

Social Cues of Approval: Reactions and Perceptions of the Type A Individual.

Pub Date-Apr 82

Note-19p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association, (Albuquerque, NM, April 28 - May 1, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adjustment (to Environment), Behavior Change, *Behavior Patterns, Cardiovascular System, College Students, Cues, Emotional Response, Higher Education, *Personality Traits, *Social Behavior, *Stress Variables

Identifiers-*Type A Behavior, *Type B Behavior

The Type A behavior pattern is defined as an action-emotion complex that can be observed in any person who is aggressively involved in a chronic, incessant struggle to achieve more and more in less and less time, and if required to do so, against the opposing efforts of other things or persons. The dimensions of this coronary-prone behavior were further explicated by examining how Type A and Type B college students differentially responded to and interpreted social cues of approval. Subjects (N 126), classified as either Type A or Type B, were assigned to two conditions, i.e., high task importance or moderate task importance, and viewed a videotape of vignettes labeled clearly approval, no approval, or ambiguous remarks, of a professor commenting to a student about a paper. Results indicated that substantial differences existed in how Type A and Type B individuals perceived approval-rated vignettes, but no apparent differences in how they perceived no approval-rated vignettes. Data suggest that A's, in the high importance condition, and to a lesser extent in the moderate importance condition, respond to the approval-rated vignettes with significantly less certainty that approval has been given, than the B's. (PAS)

ED 224 017 CS 207 248

Chou, Frank H. And Others
Variables in College Composition.
Pub Date- 82
Note-38p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis, *Educational Assessment, *Evaluation Criteria, Higher Education, *Holistic Evaluation, State Standards, Student Improvement, *Test Validity, *Writing Evaluation, Writing Instruction, *Writing Research
Identifiers-*Georgia

A study examined several possible indicators of the quality of student writing to see what relationship, if any, existed among those indicators and the holistic scores given by raters to compositions written for the University System of Georgia's Regents Testing Program. The indicators examined were (1) total number of sentences, (2) average sentence length, (3) shortest sentence, (4) longest sentence, (5) total words, (6) grammatical errors, (7) punctuation errors, (8) total number of t-units, (9) average words per t-unit, (10) misspelled words, (11) crossouts, (12) vagueness, and (13) words in outline. Sixty student compositions that had been rated as high pass,'' low pass,'' or fail'' according to a holistic evaluation by three separate raters were reviewed. The results indicated significant negative correlations between the holistic ratings and number of crossouts, number of grammatical errors, number of punctuation errors, and number of misspelled words. A significant positive correlation was found between the ratings and the total number of sentences. (FL)

ED 224 149 EA 015 238

Tsang, Mun C. Levin, Henry M.

The Impact of Intergovernmental Grants on Educational Spending.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No.-IFG-PR-82-A14

Pub Date-Jul 82

Grant-OB-NIE-G-80-0111

Note-80p.

Available from-Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 ($1.00).

Pub Type- Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Block Grants, Categorical Aid, Elementary Secondary Education, *Federal Aid, Federal Government, *Federal State Relationship, *Government School Relationship, *Grants, Local Government, Models, Research Methodology, Revenue Sharing, *School District Spending, *State Aid, State Government

Identifiers-*Intergovernmental Relations

Empirical literature on the effects of intergovernmental grants on educational spending is reviewed in this document, which examines 40 published works covering the last two decades. Intergovernmental grants include both state grants to local governments and federal grants to state and local governments. The review's first section summarizes general observations on the studies, noting that the studies use either time-series or cross-sectional analysis, that their statistical techniques and models of governments' fiscal behavior became more sophisticated over time, and that intergovernmental grants are positively related to educational expenditures. In the second section the authors review 26 studies on state grants' effects on educational spending by states and local governments in general, by cities and municipal areas, and by school districts. The following section examines studies on federal aid, including six papers on pre-1966 data and seven on post-1966 data. Six studies are also reviewed on the effects of federal revenue-sharing and unrestricted lump-sum grants on state and local educational spending. Among the findings mentioned in the closing synthesis section are that the magnitude of intergovernmental grants' impact is uncertain and that the impact varies for different types of local governments. (Author/RW)

ED 224 286 FL 013 207

Kitao, Kenji

Developing Reading Materials for Teaching American Culture in English Courses.

Pub Date-82

Note-13p.; Presented at the International Conference, College English Teachers Association of Korea (2nd, Seoul, Korea, July 27-30, 1982).

Journal Cit-English Teaching, Journal of the College English Teachers Association of Korea; n24 suppl p211-22 1982

Pub Type- Speeches/Meeting Papers (150) - Journal Articles (080) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Second Language Programs, *Cultural Education, *English (Second Language), Foreign Culture, Higher Education, Instructional Materials, Intercultural Programs, Learning Activities, *North American Culture, *Reading Materials, Reading Skills, Teaching Methods, *United States Literature

Identifiers-*Japan, *United States

A project to develop English reading texts for Japanese college students is described. Goals were to develop materials that will: (1) give students information about the United States, (2) interest students in reading English, (3) help students improve their reading skills, and (4) expose students to a variety of literary forms. Fifty important and/or interesting areas of culture or life in the United States that were incorporated in the materials are identified. In addition to selections that explain cultural information directly, the selections used various literary forms, such as dialogues, directions, newspaper articles, poems, a letter, and a movie scenario. Additional literary froms that were used are identified. Types of realia included in the materials, such as recipes, advertisements, and brochures, are also indicated. Besides having students read each passage at least three times in the class, the text was designed to have students do work related to the passage with exercises to gain more cultural meaning. It is suggested that visual aids help students better understand the main text, and that photographs, realia and maps made reading selections more real to students. Other learning activities include experience-based activities (e.g., making foods from English recipes), role playing, and writing exercises. Attention is directed to feedback on the materials from students and teachers, benefits of teaching culture, and previous studies on how well Japanese people understand American culture and how well they are taught about American culture in English courses. (SW)

ED 224 306 FL 013 341

Randolph, Donald A.

Breaching the One-Course-of-Language-for-Business Barrier.

Pub Date-82

Note-13p.; Paper presented at the Eastern Michigan University Conference on Spanish for Bilingual Careers in Business (Ypsilanti, MI, March 18-20, 1982).

Available from-Not available separately; see FL 013 333.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Business, Business Communication, Business Education, College Curriculum, College Second Language Programs, Higher Education, *Languages for Special Purposes, *Program Development, *Spanish

Identifiers-University of Miami FL

Foreign language departments at U.S. colleges have traditionally tended to limit their language for business offerings to one course per language. Attempts to expand the business foreign language curriculum may meet with resistance from traditional foreign language departments over the issue of academic priorities. Careful prior planning, specific and limited goal setting, and constant consultation can alleviate such apprehensions. The University of Miami Foreign Language Department's planning and development efforts in languages for business are recounted. In 1977, the department initiated planning for a Spanish for business program through a departmental committee. Drawing from the experiences of other colleges, the committee established courses on such topics as business and diplomatic Spanish, Spanish for medical personnel, and elementary Spanish for business as part of a minor in business Spanish. The planning and innovation process at University of Miami suggests areas for interdepartmental cooperation, particularly with business departments. (RW)

ED 223 856 CE 034 401

Hamparian, Donna M. And Others

Youth in Adult Courts: Between Two Worlds. South Central Region. Major Issues in Juvenile Justice Information and Training.

Academy for Contemporary Problems, Columbus, Ohio.
Spons Agency-National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
Report No.-NCJ-80826
Pub Date-82
Grant-78-JN-AX-0038
Note-305p.; For related documents see CE 034 347-348 and CE 034 395-402.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Adolescents, *Court Litigation, *Court Role, *Courts, *Delinquency, Delinquent Rehabilitation, Due Process, Federal Courts, Justice, Juvenile Courts, Laws, Legal Problems, Legal Responsibility, Public Policy, State Courts, *State Legislation
Identifiers-*United States (South Central)

State profiles of youth in adult courts were compiled for each of the 50 states, the District of Columbia, and the Federal District Courts. This volume contains profiles for the South Central states of Arkansas, Colorado, Kansas, Louisiana, Mississippi, Missouri, New Mexico, Oklahoma, and Texas. The first part of each state profile describes the process by which youths are referred to adult courts and what can happen to them after conviction. Included in this part are descriptions of (1) the court organization, (2) the pertinent statutory provisions in the state code, (3) the relevant cases tried in the state supreme court and the federal courts since 1950, and (4) the correctional placement options for juveniles convicted in adult courts. This information was obtained through a search of the statutes and case law and through telephone interviews with court and correctional officials. The second part of the profile presents data collected from every county in the state on the frequency of referral of youths to adult courts through each of the mechanisms permitted by state law. In addition, demographic information, offense characteristics, and the judgments and sentences received by these youths are described for the most populous counties and for those counties referring five or more juveniles to adult courts in 1978. (KC)

Baran, Nancy H., Ed. Tarrant, Sharon M., Ed.

Children and Money Management. Money Management.

Household International, Prospect Heights, IL. Money Management Inst.
Pub Date-81
Note-29p.; For related documents see CE 034 441-453.
Available from-Money Management Institute, Household International, 2700 Sanders Road, Prospect Heights, IL 60070 ($.75 each; set $5.00; quantity discounts available).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, Childhood Needs, *Children, *Child Responsibility, Consumer Economics, *Consumer Education, *Money Management

This boolet on children and money management, 1 in a series of 12, covers all the basic aspects of personal- and family-money management. Suitable for use by high school and college students as well as adults, this handbook offers guidelines for teaching money-managing skills to children, from preschoolers to high school seniors. The first two sections discuss the rationale for teaching young people to manage money and to arrive at intelligent financial decisions. Topics in section 3 are of primary concern to parents, including examinations of one's own money-managing techniques, guidelines for creating a healthy psychological climate in the home, and benefits of child involvement in family financial planning. Section 4 focuses on young people's sources of money. In section 5, pedagogical suggestions are made for tailoring teaching to children's readiness. Section 6 discusses basic learning experiences in teaching young people how to manage money: shopping, using a spending plan, saving, opening checking and savings accounts, using credit, working in the labor force, and managing stock ownership. Section 7 offers suggestions on handling common money problems: losing money, overcoming financial envy, hoarding money, failing to buy necessities, overspending, stealing, failing to repay loans, and reimbursing owners for breakage. Following a brief note on consumer education is a list of suggested resources. (YLB)

ED 223 977 CS 006 896

DiSibio, Robert A. Savitz, Fred R.

The Elementary Classroom Teacher: A Reading Facilitator.

Pub Date-Oct 82

Note-13p.; Paper presented at the Annual Meeting of the College Reading Association (26th, Philadelphia, PA, October 28-30, 1982).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitude Change, *Classroom Techniques, Elementary Education, Program Descriptions, Reading Attitudes, *Reading Improvement, *Reading Instruction, *Reading Interests, Reading Research, *Student Teacher Relationship

Research on reading interests suggests (1) that interest leads to knowledge, which leads in turn to increased comprehension, and (2) that high interest materials are more easily comprehended than are low interest materials by virtue of the knowledge this interest has generated. The 3-D approach to classroom reading instruction and management (directing, dividing, and diversifying) embodies continuous teacher-student interaction to encourage reading interest and improvement. First, the teacher ``directs'' an interactive learning process by diagnosing student needs and modifying subsequent learning tasks throughout the analysis of student feedback. When diagnosis and feedback operate correctly, the teacher will identify a number of students who comprise an instructional group, and will ``divide'' or assign them to work directly with the teacher on a specific instructional skill. Other groups of students will assemble as independently functioning task groups and will select and complete other activities, or ``diversify.'' As the teacher monitors the progress of the instructional learning group and the independent task groups, he or she pays close attention to the availability of a wide range of mastery activities creative, appealing, and accessible to students as they move from instructional group to independent groups. (Suggestions for making a creative reading center from a teacher's desk, and 10 activities students can pursue at the reading center to increase their reading interests are included.) (HTH)

ED 224 057 CS 504 031

Parcells, Frank E. Kleinau, Marvin D.

Expanding Educational Horizons in Illinois: The Preparation of Public School Teachers as Effective Communicators.

Pub Date-Nov 82
Note-59p.; Paper presented at the Meeting of the Illinois Speech and Theatre Association (Peoria, IL, November 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Administrator Attitudes, *Classroom Communication, *Communication Skills, Educational Research, *Inservice Teacher Education, Interpersonal Communication, Models, Speech Communication, State Surveys, *Teacher Workshops
Identifiers-Illinois, Pennsylvania State University

A survey was conducted to determine the feasibility and availability of inservice communication skills workshops for Illinois elementary and secondary school teachers. Twenty-four college communication department administrators responded to questions regarding the availability of such workshops, and 174 public school district superintendents responded to questions regarding the demand for and feasibility of such inservice workshops. The college administrators indicated that only three departments had offered workshops or seminars on communication skills for public school teachers, but that those three workshops had been well attended by both public school teachers and teacher education students. Fifty-six district superintendents reported that no teachers in their school district had attended workshops on communication skills within the preceding 2 years. While most expressed a willingness to release teachers to attend workshops, they identified several problems with workshops, such as geographical distance, scheduling, and expense. An excellent model for such workshops is that offered by the department of speech at Pennsylvania State University. It is offered with convenient scheduling throughout the Commonwealth. Three courses cover (1) development of communicative behavior in children, (2) use of oral communication in the classroom, and (3) teacher use of interpersonal communication in the classroom. (HTH)

ED 224 132 EA 015 218

Bachman, Duane And Others

PR Programs for Small, Suburban and Large Districts. Basic School PR Guide.

National School Public Relations Association, Arlington, Va.

Pub Date-80

Note-52p.; One in a series of eight Guides which comprise the Basic School PR Kit. Appendix B may not reproduce due to small, light print of original document. For related documents, see EA 015 213-220.

Available from-Publications, National School Public Relations Association, 1801 North Moore Street, Arlington, VA 22209 ($7.50 each; $37.50 for set of eight).

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Citizen Participation, Elementary Secondary Education, *Mass Media, *Program Development, Publicity, Public Opinion, *Public Relations, *School Community Relationship, *School Districts, School Support, Small Schools, Suburban Schools, Urban Schools

Identifiers-*Childless Families

Designed to provide specific, practical help for educators in starting or improving school public relations programs, this guide presents views from the superintendent of a small district who is his own public relations person; from a public relations director of a large suburban district; and from a public relations administrator of one of the nation's largest urban school districts. Small districts are claimed to enjoy two direct advantages when it comes to developing and implementing an effective communications program: the program can take on a very personal quality, and the media in small districts are usually proschool.'' A public relations program for suburban districts must deal with unique concerns that include geographical area, population consideration, competition for attention, developing a sense of community, and planning the program to use all media channels. Finally, in large school districts the total city community must be invited to become intensively involved with the schools. The three types of districts are given advice on getting started, program ideas, and ways to obtain meaningful feedback on information efforts. The appendices contain sample forms to assist in setting up a school public relations program. (Author/MLF)

ED 224 166 EA 015 284

Caulley, Darrel N.

The Use of Assignment and Transportation Models in Evaluation. Research on Evaluation Program. Paper and Report Series No. 68.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Feb 82
Contract-400-80-0105
Note-26p.; Figure 10 will not reproduce due to small print of original document.
Pub Type- Reports - Research (143) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Class Organization, Decision Making, Elementary Secondary Education, Models, *School Schedules, *Student Placement, Student Teacher Relationship, *Teacher Attitudes, *Teaching Load
Identifiers-*Assignment Models, Teacher Course Assignment, *Transportation Models

Presented here are two models that can be used to solve distribution problems, such as assigning teachers to students, teachers to courses, or special students to schools. The models, the assignment model and the transportation model, are termed evaluation models under a definition of evaluation that delineates its function as that of serving decision-making. The paper offers step-by-step procedures for the use of both models. The models are applicable to assignment problems where there is a variable to be optimized, such as teacher satisfaction. In the example used to demonstrate the assignment mode, students are assigned to teachers in a way that matches them up with the students they request as much as possible. The transportation model is like the assignment model but with added constraints. The example of the transportation model given assigns teachers to sections and courses when a certain number of sections must be taught and a certain number of class periods are available. The author concludes that the advantages of these models are that they give a better solution than can be obtained by inspection and they take teachers' wishes into account regarding assignment. Computer use of the models is mentioned. (Author/JM)

ED 224 185 EC 150 359

Smith, Carl R., Ed. Wilcots, Barbara J., Ed.
Current Issues in Behavior Disorders 1982. Iowa Monograph.
Iowa State Dept. of Public Instruction, Des Moines. Div. of Special Education.
Pub Date-Aug 82
Note-92p.
Pub Type- Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Behavior Modification, *Emotional Disturbances, Federal Legislation, Hyperactivity, Interpersonal Competence, Learning Disabilities, Opinions, *Special Education, *Theories

Nine papers examine current issues in the education of children with behavioral disorders. Three papers deal with theory, three with application, and three contain responses of a classroom teacher, an administrator, and a special education professor, respectively, to the preceding six papers. Papers have the following titles and authors:

Mental, Emotional, and Learning Disabilities: School-Induced Handicaps'' (M. Trippe and J. Mathey); Research-Based Knowledge and Professional Practices in Special Education for Emotionally Disturbed Students'' (K. C. Lakin); To Punish or to Heal: The Issues and Dynamics of Educating Emotionally Disturbed Children'' (V. Rezmierski and M. Rubinstein); Pills or Skills for Hyperactive Children'' (K. D. O'Leary); Use of Behavioral Strategies with Behaviorally Disordered Children and Youth: A Perspective'' (R. Simpson and G. Sasso);

Interpersonal Skill Training with Young, Behaviorally Disordered Children'' (P. Strain and M. Kerr); Science and Art in Teaching Behaviorally Disordered Youth'' (D. Sodac); and Synergetic Planning for Emotionally Disturbed Children: Some Thoughts on the Future of Our Work on Behalf of Children'' (E. Shultz). (DB)

ED 224 206 EC 150 388

Ottman, Ronald A.
Special Education Children of Military Families: A Survey of Present Services.
Pub Date- 81
Note-14p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Attitudes, *Disabilities, Mild Disabilities, Military Personnel, Parent Role, *Program Evaluation, Services, Severe Disabilities, *Special Education, Special Education Teachers, Superintendents, Surveys, *Teacher Attitudes
Identifiers-*Military Dependents

Questionnaires were completed by superintendents and special education teachers on the delivery of services to special education children of military dependents in a state with several military installations. Questionnaires addressed such issues as availability of services, program evaluation, knowledgability of military families regarding federal and state mandates, and their need for assistance. Results revealed that superintendents and teachers of the mildly handicapped generally believed that services were adequate while teachers of moderately to severely/profoundly handicapped students believed services to be inadequate and improvement needed. Data indicated the needs for respite care, development of standardized forms to ensure educational continuity despite mores, and provision of parent workshops to keep them informed of their rights as well as of local support agencies. (Author/CL)

ED 224 267 EC 150 654

Plata, Maximino

Assessment, Placement, and Programming of Bilingual Exceptional Pupils: A Practical Approach.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-82
Contract-400-81-0031
Note-58p.
Available from-The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (Publication No. 259, $7.00).
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Bilingual Education Programs, *Disabilities, Elementary Secondary Education, *Evaluation Methods, *Limited English Speaking, *Program Development, *Student Evaluation, Student Placement, Testing

The document offers a historical perspective, practical suggestions, and guidelines for assessment, placement, and programming of bilingual handicapped students. Chapter 1 on the scope of the problem looks at student, personnel, and instrument variables affecting assessment of bilingual exceptional students. Among the factors discussed are variability within and between ethnic groups, teacher attitudes, and test translations. Practical suggestions for assessing bilingual exceptional students are provided in chapter 2. Three levels of assessment are described the initial level (classroom screening), the intermediate level (diagnostic-prescriptive assessment), and advanced level (comprehensive individual assessment). A proposed model is reviewed which includes procedures for informal language screening, formal language assessment, and comprehensive individual assessment of children with limited English proficiency. Also provided is information on use of informal tests (including checklists and rating scales, informal survey tests, observation, the Cloze Procedure for language assessment, and interviewing). A rating scale is outlined for assessing language proficiency in five domains rhetoric, register/style, syntax, vocabulary, and pronunciation. The second chapter also contains sections on practical problem-solving techniques, task analysis, criterion-referenced tests, and additional assessment procedures. The final chapter addresses placement alternatives and programing for the bilingual exceptional student. Considered within this chapter are the individualized education program, cooperative vs. competitive instructional arrangements, curriculum content, instruction in the student's native language, and preparation and teaching of a bilingual lesson. A sample profile form of oral language proficiency completes the document. (SW)

ED 223 936 CG 016 345

Blakely, Craig
Organizational Innovations: What Have We Learned?
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-Aug 82
Grant-NSF-ISI-7920576-01
Note-23p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
Pub Type- Information Analyses (070) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Change Strategies, Innovation, Operations Research, *Organizational Change, *Organizational Effectiveness, Organizational Theories, Program Development, *Program Implementation, *Program Improvement, State of the Art Reviews
Identifiers-*Research Develop Diffuse Adopt Model

In the last two decades, increasing concern has been expressed about the ability (or inability) of various governmental agencies, service organizations, and manufacturing organizations to effectively perform their tasks. Psychologists have only recently become involved in researching issues concerning the adoption, implementation, and routinization of innovative programs for such organizations. Much of their research efforts have been guided by a desire to provide a true test of the modified Research Development and Diffusion (RD & D) model of producing organizational change. Much of this research, focusing on the Adoption Phase or the process of persuading organizations to adopt innovative ideas, has identified four major concerns: (1) the expense associated with program implementation; (2) changes in role or role relationships required by implementation; (3) degree to which organization members believe implementation will proceed smoothly; and (4) amount of support for the innovation from various organizational actors. Results of various studies of the Implementaton Phase and the concept of routinization suggest that the modified RD & D model is feasible as a means of bringing about large-scale organizational change. The findings suggest that future efforts must be longitudinally based, focusing on each phase of the change process. (PAS)

ED 223 957 CG 016 366

Browning, Neil And Others
School Psychology in Illinois.
Illinois State Board of Education, Springfield. Div. of Specialized Education Services.
Pub Date-82
Note-22p.; For related documents, see CG 016 365-368.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Compliance (Legal), *Counselor Certification, *Counselor Role, Elementary Secondary Education, Faculty Handbooks, Internship Programs, Program Descriptions, *Pupil Personnel Services, *School Psychologists, Special Education, State Boards of Education
Identifiers-*Illinois

This handbook for pupil personnel workers traces the historical development of school psychology and the pioneering work in this field done in Illinois. The role and function of school psychologists are outlined, dealing with special education, consultation, inservice training, and program development. The legal authorization for school psychological services is outlined, and requirements for certification are described. The purpose of the school psychology internship program is discussed, and the relationship between the State Board of Education and local school psychologists is detailed. The materials also list publications of the Illinois Sate Board of Education which relate to school psychological services. (JAC)

ED 223 997 CS 006 926

Alexander, Patricia
An Investigation of the Effects of Explicit Criterial-Task Knowledge on the Studying Behaviors of Older, Proficient Readers. Texas A and M Univ., College Station. Instructional Research Lab.
Pub Date-82
Note-35p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Advance Organizers, *Cognitive Processes, College Students, Higher Education, Knowledge Level, Memory, Questioning Techniques, Reading Comprehension, *Reading Research, *Recall (Psychology), *Study Habits
Identifiers-*Reading Strategies

To provide a test of the notion that criterial task knowledge facilitates learning and, consequently, performance in studying, a study examined the effects of an explicit prereading task directive and an explicit postreading criterion on the studying behaviors of 40 college undergraduates. After presentation of a prereading task directive prepared in two forms (with and without an explicit statement of question-relevant information), the subjects studied a 4,000 word article on the life of an Irish farmer and completed one of two forms of a question-answering task. Noncriterion task subjects were asked only to list the farmer's hardships and improvements, while subjects in the postreading criterion treatment group were told to list eight hardships and eight improvements. Subjects were also asked to indicate the strategies they employed to learn the material and were given the option of redoing selected questions. The results indicated strong, empirical support for the notion that the more explicit the knowledge of performance expectations, the greater the learner's ability to meet those expectations. The effect for the prereading directive was evident in the large number of directed students who chose to redo selected questions. Finally, those subjects who used more meaning-oriented than text-explicit strategies significantly outperformed others on the question answering task. (FL)

ED 224 078 CS 504 062

Exhibit Volume I.
Mathematica, Princeton, N.J.
Spons Agency-National Endowment for the Arts, Washington, D.C.
Pub Date- 77
Note-144p.; For related documents see ED 219 815-816 and CS 504 061-063.
Parts of this document may be marginally legible.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Acting, *Facility Requirements, Fund Raising, *Needs Assessment, *Professional Associations, Professional Personnel, Professional Recognition, Public Opinion, Research, Tax Allocation, *Theater Arts, *Theaters

As part of the second phase of a two-phase study of the condition and needs of the live professional theatre in America since the mid-1960's, this volume contains statements of the problems and solutions identified by the following theatre organizations: (1) Actors' Equity Association, (2) Off-Off Broadway Alliance, (3) Alliance for American Street Theatre, (4) Dramatists' Guild, (5) The League of Resident Theatres, (6) American Theatre Association, (7) League of New York Theatres and Producers, (8) American Community Theatre Association, (9) Performing Arts Repertory Theatre Foundation, (10) Theatre Development Fund, (11) Theatre Communications Group, and (12) Black Theatre Alliance. Two tables at the beginning of the volume summarize the problems and solutions identified by the various groups. (HOD)

Wolfe, Leslie G.

Communicating with the Community. Leader's Manual. Keys to School Boardsmanship. A Program of Continuing Education for School Board Members.

Montana School Boards Association, Helena.; National School Boards Association, Washington, D.C.; Northwest Regional Educational Lab., Portland, Oreg.; Washington State School Directors Association, Olympia.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-82

Contract-400-80-0105

Note-124p.; Some pages may not reproduce due to small print of original document. For related documents, see EA 015 201-212. Also contributing to the development of this document were the Idaho School Boards Association, the Oregon School Boards Association, and the Association of Alaska School Boards. Document also appears under the title Communication.''

Available from-Publications, National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, DC 20007.

Pub Type- Guides - General (050) - Non-Print Media (100)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Role, *Board of Education Role, Boards of Education, *Community Relations, Elementary Secondary Education, Leaders Guides, *Management Development, Program Administration, Program Development, Program Evaluation, Program Implementation, Public Relations, *School Community Relationship, Superintendents, *Workshops

Identifiers-*Board of Education Members

The materials in this manual are designed to help workshop leaders prepare for and present a workshop for school board members on how to contribute to improved communications between the school organization and the community. The workshop covers one process board members and superintendents can use when determining how to communicate school needs, interests, and transactions to the community, and how to encourage the community to express its own needs and interests effectively. The manual consists of six sections: an introduction; three sections on planning, presenting, and evaluating the workshop; a selection of resource materials; and a booklet for workshop participants. The discussion of planning contains information on the focus and scope of the workshop, familiarization with resource materials, workshop presentation techniques and skills, suitable grouping of participants, and equipment needed. The presentation section includes sequential descriptions of workshop activities, instructions for using participant materials and audiovisual aid, and information on leader focuses for each activity. The resource materials provided include papers on community relations and masters from which transparencies for projection at the workshop can be reproduced. (Author/PGD)

ED 224 248 EC 150 634

Evans, Joyce And Others

Programs and Curriculums: ECI-5. Early Childhood Intervention Catalog Module.

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-Texas State Dept. of Health Resources, Austin.
Pub Date-Aug 82
Note-131p.; Print in charts is small and may not reproduce well. For related documents, see EC 150 630-636.
Pub Type- Reference Materials - Directories/Catalogs (132) - Reference Materials - Bibliographies (131) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Annotated Bibliographies, *Curriculum Development, Demonstration Programs, *Disabilities, Early Childhood Education, Infants, *Program Descriptions, *Program Development, Resources, Young Children

The fifth of seven modules designed for teachers, supervisors, and other professionals working with young (birth to age 3) handicapped children presents resources for program planning and curriculum selection. Program considerations and decisions are introduced, and distinctions between the terms program'' and curriculum'' are set forth. The bulk of the document is composed of summaries of model preschool programs funded under the Handicapped Children's Early Education Program. Summaries include information on project name and address, target population, measurement tools, and products projected. A section on curriculum considerations follows with charts on specific motor, cognitive, speech and language, self-help, and social emotional behaviors for age ranges from birth to 6 years. Pre-academic skills are briefly listed. Criteria for selecting curricula are discussed, and approximately 30 examples of commercially available curricula are described in terms of purpose, level, format, scoring, prescription, special features, price and publisher. An annotated bibliography of books and journal articles concludes the document. (CL)

ED 223 780 CE 033 761

Appert, Denise A.

Preservice Home Economics Teachers' Knowledge of and Attitudes toward Nutrition Education for Adolescent Males and Females.

Pub Date-Aug 82

Note-96p.; Master's thesis, Pennsylvania State University

Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Adolescents, Higher Education, Home Economics Education, *Home Economics Teachers, Instructional Materials, *Learning Modules, *Nutrition, Nutrition Instruction, *Preservice Teacher Education, Secondary Education, Sex Bias, *Sex Fairness, Sex Stereotypes, *Teacher Attitudes

Identifiers-Pennsylvania

A study was conducted to examine the impact of a non-sex-biased, self-instructional module on preservice home economics teachers' attitudes toward teaching nutrition to adolescent males and females and to gain knowledge of students' nutritional needs. Sixty-two participants from three institutions in Pennsylvania offering undergraduate programs in home economics education were sent a self-instructional module on adolescent nutrition, the nutrition module pre- and posttests, and an evaluation form, all developed by the researcher. The sample for the study consisted of the 31 preservice home economics teachers who returned the instruments by the deadline. Demographic variables, attitudes, knowledge, and personal evaluation of the module were collected from the evaluation form. The data from the study indicate that preservice home economics teachers had significantly different attitudes toward teaching adolescent males and females about nutrition and toward general concepts related to the teaching of nutrition to adolescents after completing the module. Preservice home economics teachers also differed significantly in their knowledge of the nutritional needs of adolescent males and females after completing the module. Preservice home economics teachers had more positive attitudes toward teaching nutrition to adolescent males and females and toward general concepts related to the teaching of nutrition to adolescents after completing the module. (Author/KC)

ED 223 896 CE 034 486

Doering, Zahava D. And Others
Description of Officers and Enlisted Personnel in the U.S. Armed Forces. A Reference for Military Manpower Analysis.
Rand Corp., Santa Monica, Calif.
Spons Agency-Office of the Assistant Secretary of Defense for Manpower, Reserve Affairs and Logistics (DOD), Washington, DC.
Report No.-R-2851-MRAL
Pub Date-Mar 82
Contract-MDA903-80-C-0652
Note-804p.
Available from-Rand Corporation, 1700 Main Street, Santa Monica, CA 90406 ($25.00).
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF05 Plus Postage. PC Not Available from EDRS.
Descriptors-Adults, *Attitudes, Career Choice, *Career Development, Careers, Enlisted Personnel, Ethnic Groups, Family Income, Females, Fringe Benefits, Income, Life Satisfaction, Males, *Military Personnel, *Military Service, Morale, Officer Personnel, Problems, Race, *Research Methodology, Sex, Sex Bias, Spouses, Values, Wages, *Work Environment, Work Experience

As part of a project to improve the quality of survey data and to link survey data to policy formulation and research needs in the military, a study was made of more than 54,000 men and women military officers and enlisted personnel in 1978-79. The survey sought information about their personal preferences and attitudes, past behavior, and career orientations. This report, organized into 16 sections, presents an overview of the survey. Section 1 provides an introduction to the project and an overview of the report, while section 2 summarizes the survey, describes the sample, and provides the additional information needed to understand and use the 556 tables in the report. The following sections cover these topics: (3) pay grade, hours of work, and assignment location; (4) age, sex, race or ethnic group, and education; (5) marital status and dependents; (6) military experience of immediate families; (7) effects of rotation and assignment on military personnel and their households; (8) financial status and participation of the military personnel and their spouses in the civilian labor force; (9) military compensation and benefits; (10) service and career plans; (11) promotion potential from the perspective of the military personnel; (12) retirement system from their perspective; (13) views of military personnel on participation in the reserves; (14) racial and ethnic relations; (15) attitudes toward women; and (16) satisfaction, morale, and problems in military life. Each section begins with a summary of the information that it contains, indicates the importance of the topic for military manpower analysis, explains the applicable tables, and describes selected results. (KC)

ED 223 915 CG 016 310

Robb, Harold B., III

Practicing Psychology? What You Call the Treatment Makes a Difference.

Pub Date-Apr 82

Note-9p.; Paper presented at the Annual Convention of the Rocky Mountain Psychological Association, (Albuquerque, NM, April 28 - May 1, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adults, *Behavior Modification, *Counseling, Counseling Theories, *Labeling (of Persons), Language Role, *Psychological Services, Psychology, *Psychotherapy, Public Opinion, Stereotypes

Previous research has shown that members of the general public respond differentially to the psychological service provider labels, e.g., behavior analyst, behavior modifier, behavior therapist, clinical psychologist, counseling psychologist, and psychologist, but not to the psychological procedure labels, e.g., behavior modification, behavior therapy, and behavior treatment. Subjects (52 males and 86 females) completed a four-part questionnaire examining the psychological procedure labels, behavior therapy, counseling, and psychotherapy, to learn what meaning people give to certain words or concepts. Subjects viewed: (1) behavior therapy as more physically oriented than counseling or psychotherapy; (2) counseling as more humanistic, helpful, cooperative, good, and realistic, as well as less medically oriented, than either behavior therapy and psychotherapy; and (3) psychotherapy as more tense, deep and complex than either behavior therapy or counseling. Participants also stated the counseling procedure they preferred for themselves or a family member. Participants strongly preferred the label, counseling.'' Findings suggest that practitioners may be wise to describe themselves as practicing counseling rather than psychotherapy as the former seems to have preferential connotations to the general public. (PAS)

ED 224 018   CS 207 249

Danky, James P., Ed. And Others

Periodical Publishing in Wisconsin. Proceedings of the Conference on Periodical Publishing in Wisconsin (Madison, WI, May 11-12, 1978).

Wisconsin Univ., Madison. Library School.
Report No.-ISBN-0-936442-08-5
Pub Date-80
Note-200p.
Available from-Publications Committee, Library School of the University of Wisconsin, 600 North Park St., Madison, WI 53706 ($6.50).
Pub Type- Collected Works - Proceedings (021) - Information Analyses (070) - Historical Materials (060)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Agriculture, Athletics, Hobbies, *Journalism, *Layout (Publications), Life Style, Outdoor Activities, *Periodicals, Politics, *Printing, *Publishing Industry, Recreational Activities, Sciences
Identifiers-*Wisconsin

The papers contained in this compilation were drawn from the proceedings of a 1978 conference on periodical publishing in Wisconsin. Papers in the first section of the collection deal with the basics of publishing and cover such topics as selecting articles, starting a new publication, mailing procedures, aesthetics and layout, and printing processes and costs. Papers in the second section deal with 22 individual Wisconsin publications in the areas of lifestyle, science, literature, agriculture, outdoor recreation and sports, politics, and hobbies. Individual publications discussed include (1)   Wisconsin Trails,'' (2)   Traveler,'' (3)   Forest Products Journal,'' (4)   Beloit Poetry Journal,'' (5)   Wolfsong,'' (6)   Wisconsin Agriculturist,'' (7)   Wisconsin Sportsman,'' (8)   The Progressive,'' (9)   The Wheeler Report,'' (10)   Urbanism Past and Present,'' (11)   Old Cars,'' (12)   Comic Reader,'' (13)   Model Railroader,'' and (14)   New German Critique.'' (FL)

ED 224 037 CS 207 279

Banker, Gail S. Meringoff, Laurene

Without Words: The Meaning Children Derive from a Nonverbal Film Story. Technical Report No. 26. Harvard Project Zero.

Harvard Univ., Cambridge, Mass. Harvard Project Zero.
Spons Agency-John and Mary R. Markle Foundation, New York, N.Y.; National Inst. of Education (ED), Washington, DC.
Pub Date-Oct 82
Note-169p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Audiovisual Instruction, Comparative Analysis, Educational Research, *Films, Grade 5, Intermediate Grades, *Learning Modalities, Learning Processes, *Nonverbal Learning

Sixty fifth grade students participated in a study that investigated how children learn from a nonverbal film. The students were randomly assigned to one of four conditions where they were presented individually with (1) a film story, (2) a silent version of the film, (3) a descriptive audio version of the film's content, or (4) the same story recorded by a storyteller. After viewing or listening, the students were asked to recount the story, to mime incidents from it, to draw inferences about the story content, and to express their opinions of the story. Findings indicated that in their recounting of the story, the students in all groups showed a good grasp of the content. However, media differences were found in the individual events they recalled, with children in the descriptive audio group giving longer retellings and those in the film group retelling more of the central story content. In the mime task, children who saw the film showed greater sensitivity to the changes of pacing in the story by varying the pacing of their movements. In addition, film group students exercised more freedom in their verbal interpretations of the story, while the storyteller group students remembered and drew upon the provided information when responding to inference questions. The results demonstrated the capacity for a strictly visual medium to provide a comprehensible story to children in a format that also allows for diverse inferences and interpretations of its content. (Materials used in the study are appended.) (FL)

ED 224 098 EA 015 179

Blackburn, Jean

Title I and the Australian Disadvantaged Schools Program. Paper No. 80-2.

Stanford Univ., Calif. Center for Educational Research at Stanford.
Spons Agency-Ford Foundation, New York, N.Y.; National Inst. of Education (ED), Washington, DC.
Pub Date-81
Note-30p.; Publication of the U.S.-Australia Education Policy Project.
Pub Type- Opinion Papers (120) - Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Compensatory Education, *Disadvantaged Schools, Educational Equity (Finance), *Educationally Disadvantaged, Elementary Secondary Education, Equal Education, *Equalization Aid, Federal Aid, *Federal Programs, Federal Regulation, Foreign Countries, Government School Relationship, Program Effectiveness, School District Autonomy
Identifiers-Australia, *Disadvantaged Schools Program (Australia), *Elementary Secondary Education Act Title I

Title I of the Elementary and Secondary Education Act is similar to the Disadvantaged Schools Program of Australia in some ways and distinctively different in others. This comparison of the two programs by an Australian educator points out the similarities and differences in program purpose, regulation, funding targets, and local control. Both programs provide federal funds to schools operated and funded primarily at the state level, and both are aimed at improving schooling in poorer communities. The extent of financial inequality among American districts, however, prevents the American program from bringing low income districts up to the national average, whereas the Australian program allows schools with above average needs to receive funding above the generally equal level already provided. The American program has more stringent regulations, is targeted at individual low-achieving students in low income districts, and establishes specific standards for achievement, particularly in basic skills areas. The Australian program is targeted at schools and permits local authorities to determine the most effective use of resources. The author suggests that the programs serve different social functions and that American conditions have so changed that a program like Australia's might now prove more appropriate. (PGD)

ED 224 186 EC 150 360

de Mezerville, Gaston And Others

Que Sucede? Manual Informativo Sobre Rehabilitacion y Educacion Especial en Costa Rica (What's Happening? Informative Manual on Rehabilitation and Special Education in Costa Rica).

Costa Rican Social Security System, San Jose. Center for Training and Research.; Michigan State Univ., East Lansing. Univ. Center for International Rehabilitation.

Pub Date-80

Note-236p.; For related document, see EC 150 361.

Language-Spanish

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Disabilities, Elementary Secondary Education, Foreign Countries, Program Descriptions, *Rehabilitation, *Special Education

Identifiers-*Costa Rica

The manual, in Spanish, provides descriptions of rehabilitation, medical, and special education services; centers and institutions which offer physical and mental rehabilitation services; and lists of professionals and advocacy organizations in Costa Rica. Part 1 includes an overview of rehabilitation and special education, a short history of rehabilitation in Costa Rica, and a breakdown of special education services by level, handicaps served, regional centers, professional training, institutions, and vocational and social rehabilitation. Part 2 first lists 39 medical and rehabilitation centers in a chart according to age of clients and kinds of handicaps served, then details the focus, staffing, and services offered for each institution. In Part 3, names of medical, psychological, rehabilitation, and special education professionals are listed by institution. Additionally, 15 groups which work on behalf of exceptional individuals are briefly noted. (MC)

ED 224 207 EC 150 389

Humes, Charles W., II, Ed.
Counseling the Handicapped Client: A Series of Training Modules.
American Personnel and Guidance Association, Washington, D.C.; National Inservice Network, Bloomington, Ind.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.
Pub Date-82

Note-116p.
Available from-Professional Information Service, American Personnel and Guidance Association, 2 Skyline Place, Suite 400, 5203 Leesburg Pike, Falls Church, VA 22041 ($7.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Attitude Change, *Career Guidance, *Counseling Techniques, Counselor Role, *Disabilities, Inservice Education, Learning Modules, *Mainstreaming, *Parent School Relationship, Program Development, Staff Development

Intended as a tool for staff development and inservice education of guidance and counseling personnel, the document includes modules and information on staff development. Each of the six modules includes rationale, training/learning objectives, training/learning activities, resources, and a bibliography. Modules have the following authors and titles: Understanding the Handicapped Client'' (C. Humes, II);   Developing Positive Attitudes Concerning Handicapped Students'' (J. Lombana);   Counseling Strategies with Handicapped Students'' (N. Medis);   Communicating with Parents of Handicapped Students'' (T. Froehle);   Mainstreaming Strategies with Handicapped Students'' (T. Hohenshil et al.); and   Career Guidance of Handicapped Students'' (L. Perlman). F. Burtnett follows with   Guidelines for the Establishment and Administration of Inservice and Staff Development Activities.'' S. Nisenoff concludes the document with a listing of resources for guidance practitioners based on the six module topics. (CL)

ED 224 228 EC 150 611

Crandall, David P. Williams, Martha

The Maturation of Technical Assistance in the 1980's. Occasional Paper Number 2.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Spons Agency-Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.

Pub Date-81

Note-20p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Conflict Resolution, *Elementary Secondary Education, *Models, *Program Development, *Technical Assistance

The authors review the relationship of technical assistance agencies with both the sponsor and clients, as well as the general reasons for technical assistance. Technical assistance efforts usually involve a three-party relationship the funding agency, the client system, and technical assistance coordinator. Technical assistance systems in education are designed to foster growth and change in people to help them acquire skills, knowledge, methods, or attitudes. Assumptions that should guide a technical assistance organization include that technical assistance is a process, not an event, and that technical assistance takes place within the context of a formal, ongoing relationship that is based on mutual trust and respect. There are 10 dimensions along which technical assistance models reflect varying positions such as comprehensive services/limited services, user-identified needs/system-identified needs, content orientation/process orientation, advocacy/neutrality, and flexible technical assistance plans/fixed technical assistance plans. Conflicts within the three party relationship may arise between funding agency and technical assistance coordinator, between funding agency and client system, and between the assistance agency and the client system. Three unsatisfactory ways to resolve conflicts are the tyranny of confidentiality (in which the technical assistance group attempts to separate itself from the monitoring function), tyranny of expertise (when the assistance agency staff members perceive themselves as the ultimate experts in the field), and imposition of the power hierarchy (in which the sponsoring agency resolves the problem by asserting its power). A more positive approach to resolving conflicts is through supportive collaboration which involves such characteristics as frequent communication and resource identification. (SW)

ED 224 307 FL 013 342

Schaub, Raymond

Governmental and Corporate Funding of Foreign Languages for Business Purposes.

Pub Date-82

Note-7p.; Paper presented at the Eastern Michigan University Conference on Spanish for Bilingual Careers in Business (Ypsilanti, MI, March 18-20, 1982).

Available from-Not available separately; see FL 013 333.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Business Education, College Curriculum, Educational Finance, Federal Aid, *Grants, *Grantsmanship, Higher Education, International Educational Exchange, *Languages for Special Purposes, Program Development

Identifiers-Eastern Michigan University

The process of obtaining funding for the Eastern Michigan University Language and International Trade program is recounted and suggestions are made for funding similar programs. After several unsuccessful attempts to acquire federal funds, a Title VI grant was awarded to set up degree programs in language and international trade. Support was also obtained from the International Cooperative Education Exchange Program for student exchanges with business schools in Germany, France, and Spain. The exchange program has proven to be the most attractive component of the curriculum. It involves the exchange of advanced students and a 4-month full-time business internship. A small grant was also acquired from the West German government and served to attract the interest of the U.S. Department of Education. The Department funding was received under the Fund for the Improvement of Postsecondary Education, a program which is recommended for funding of innovative global approaches. Support from the corporate sector, including firms in which program interns and graduates have been placed, is anticipated in the future. (RW)

Hubek, June Zucca, Ida

CRC Career Resource Centers. Where Students Focus on the Future.

Orange County Public Schools, Orlando, Fla.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date-82
Note-40p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Career Education, *Career Guidance, Career Planning, Elementary Secondary Education, Evaluation, *Learning Resources Centers, Media Selection, Occupational Information, Program Development, Program Evaluation, *Program Implementation, Public Relations, *Resource Materials
Identifiers-*Career Resource Centers

This handbook for educators is designed as a guide to planning, implementing, and evaluating a career resource center adaptable to all levels of education. It is divided into five sections. Section 1 discussed the major services of a career resource center and the benefits derived from these services. A step-by-step procedure on how to establish a center is detailed in section 2. Topics include steering committee selection, funding, site selection, ordering of materials, and orientation. Section 3 contains information on selecting and organizing materials. Section 4 provides a physical description of a career resource center including the location, size, arrangement, and decor. Suggestions for maintaining and utilizing the center are found in section 5. Focus is on the roles of team members and paraprofessional aides as well as activities that can be conducted through the center. Ideas are also included for inservice, public relations, and evaluation procedures. A proposal form and two lists of materials for a center are appended. (YLB)

ED 223 819 CE 034 301

Crabtree, Myrna P. Maltby, Carolyn T.
Teacher's Guide for Home Economics Curriculum Competency Based Modules for Integrating Basic Skills in Reading, Writing, and Mathematics.
Florida International Univ., Miami.
Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
Pub Date-Jun 82
Note-33p.; For related document, see CE 034 300.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Basic Skills, Competence, Competency Based Education, Guidelines, *Home Economics, *Instructional Materials, *Integrated Curriculum, *Learning Modules, Mathematics Instruction, Reading Instruction, Secondary Education, *Teaching Methods, Units of Study, Vocational Education, Writing Instruction
Identifiers-*Florida

This teacher's guide is designed to encourage home economics teachers to plan and implement units of study that will facilitate student competency development in home economics content areas as well as in basic skills. It is intended to assist teachers in the effective use of Home Economics Curriculum Competency Based Modules in Reading, Writing, and Mathematis,'' training materials developed in Florida. The guide takes teachers step-by-step through the components of the modules, and explains in a question-and-answer format what each component is intended to convey to students and how to use it to prepare units for classroom teaching. The components are the following: contents, glossary, matrices for selected courses, competency grid for selected courses, standards and skills, concepts and subconcepts, competencies, terminal-performance objectives, learning activities, instructional aides, pretests and posttests, instructional resources, and selected references. The final part of the teacher's guide presents a step-by-step method for developing additional basic skills modules beyond those contained in the original publication. Topics covered are the following: child development, family living, textiles and clothing, foods and nutrition, housing and home furnishings, and family economics. (KC)

ED 223 838 CE 034 375

Industrial Arts Curriculum Guide in Basic Technical Drafting. Bulletin No. 1686.

Louisiana State Dept. of Education, Baton Rouge. Div. of Vocational Education.

Pub Date- 81

Note-123p.; For related documents, see CE 034 372-374.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Behavioral Objectives, Course Content, Curriculum Guides, *Drafting, Engineering Drawing, Equipment Maintenance, Equipment Utilization, Geometric Constructions, *Graphic Arts, Illustrations, *Industrial Arts, Instructional Materials, Learning Activities, Orthographic Projection, *Program Implementation, Safety, School Shops, Secondary Education, Technical Illustration, *Trade and Industrial Education, Vocational Education

Identifiers-*Louisiana

This curriculum guide contains operational guidelines to help local administrators, teacher educators, and industrial arts teachers in the State of Louisiana determine the extent to which their technical drafting courses are meeting the needs of the youth they serve. It consists of a discussion of course prerequisites, goals, content, and implementation as well as 14 units devoted to various subject areas addressed in technical drafting courses. Covered in the individual units are rules and regulations, sketching, drafting room safety, lettering techniques, care and use of equipment, geometric construction, orthographic projection, dimensioning/size description, pictorial drawings, sectional drawings, auxiliary drawings, thread representations, and working drawings. Each unit contains objectives, time allotments, suggested topics, student activities, teacher activities, and resources. Among those items appended to the guide are information sheets, explanations of various drafting procedures, a course evaluation sheet, suggested projects, a sample lesson plan, sample tests, suggested student expectations, a list of tools and equipment, and resources. (MN)

ED 223 876 CE 034 443

Baran, Nancy H., Ed. Tarrant, Sharon M., Ed.
Your Financial Plan. Household International, Prospect Heights, IL. Money Management Inst.
Pub Date-82
Note-35p.; For related documents see CE 034 441-453.
Available from-Money Management Institute, Household International, 2700 Sanders Road, Prospect Heights, IL 60070 ($.75 each; set $5.00; quantity discounts available).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, *Budgeting, Budgets, Consumer Economics, *Consumer Education, Income, *Money Management, Planning

This booklet on financial plans, 1 in a series of 12, covers all the basic aspects of personal- and family-money management. Suitable for use by high school and college students as well as adults, this handbook presents an easy-to-use plan for managing income and reaching financial goals. The importance of planning is discussed first. The next five sections are a step-by-step guide through the processes involved in setting up and effectively managing a basic financial plan. These steps are described: (1) setting family goals, (2) determining present financial situations (income and current expenses), (3) setting up the plan (calculating the income and estimating fixed, flexible, and periodic expenses), (4) balancing the plan (reducing flexible and fixed expenses), and (5) managing the plan effectively (choosing a chief money manager, organizing materials, record keeping, bill paying, handling the money, adjusting to change, and living with inflation). Some sample forms are provided. A listing of suggested resources (organizations and books, pamphlets, and periodicals) is appended. (YLB)

ED 223 958 CG 016 367

Endicott, Bettye And Others

School Nursing in Illinois.

Illinois State Board of Education, Springfield. Div. of Specialized Education Services.

Pub Date-82

Note-21p.; For related documents, see CG 016 365-368.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Certification, Compliance (Legal), Elementary Secondary Education, Faculty Handbooks, Interdisciplinary Approach, Internship Programs, Program Descriptions, *Pupil Personnel Services, *School Health Services, *School Nurses, *State Boards of Education

Identifiers-*Illinois

This handbook for pupil personnel workers traces the historical development of school nursing and its establishment in Illinois. The role and function of school nurses are described, including planning and implementing optimum school health standards, protecting student health, and promoting well-being through the use of an interdisciplinary approach, i.e., teaming. School nursing goals and activities are outlined including assessment, health counseling and education, emergency care, and school-community relations. Administrative responsibilities are detailed along with legal authorization and the relationship of the State Board of Education to school nursing. The materials also describe school nurse certification requirements and the school nurse internship program. A list of related publications available from the Illinois State Board of Education is appended. (JAC)

ED 223 978 CS 006 900

Wood, Wendy And Others

Access to Attitude-Relevant Information in Memory as a Determinant of Persuasion: The Role of Message and Communicator Attributes.

Pub Date-May 82

Note-37p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Minneapolis, MN, May 6-8, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Attitude Change, Change Strategies, *Cognitive Processes, College Students, *Communication Research, Higher Education, *Information Retrieval, Memory, *Persuasive Discourse, *Prior Learning, Reading Research, Student Attitudes

Research literature shows that people with access to attitude-relevant information in memory are able to draw on relevant beliefs and prior experiences when analyzing a persuasive message. This suggests that people who can retrieve little attitude-relevant information should be less able to engage in systematic processing. Two experiments were conducted with college students to test these ideas and to explore the relationship between retrieval and processing of message content. It was anticipated that the recipients would engage in a systematic processing strategy, actively attempting to comprehend, evaluate, and assess the validity of message arguments. Message positions judged to be valid on the basis of this analysis (messages delivered by expert sources or containing high quality arguments) were expected to be more persuasive than less valid ones (nonexpert sources or low quality arguments). Variation in cues that did not affect perceived message validity, such as source likability and message length were not expected to affect the recipients' opinions. It was further predicted that those who could retrieve little attitude-relevant information would follow a heuristic strategy, using simple decision rules to identify when the adovcated position was the correct one to take. They were expected to be more persuaded when the position was associated with positive source cues (likable, expert) or positive message cues (long, high quality) than when it was associated with negative ones. These predictions were generally obtained between extent of retrieval and the persuasiveness of message and source attributes. In addition, retrieval was found to enhance recipients' comprehension and elaboration of message content. (Author/HOD)

ED 224 058 CS 504 032

Edwards, Renee Barker, Larry

A Rating of Doctoral Programs in Speech Communication: 1982.

Pub Date-Nov 82

Note-30p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Communication Research, *Doctoral Programs, Evaluation Criteria, Higher Education, *Program Evaluation, *Speech Communication, Speech Curriculum, Speech Instruction, Surveys

A survey was conducted to update previous rankings of speech communication doctoral programs. Subjects were a random selection of every sixth name on the Speech Communication Association (SCA) membership list, and members of the SCA who have been the first authors of journal articles in the SCA journals in the past 10 years. In addition to academic and biographical data, the questionnaire solicited ratings of doctoral programs in eight areas: (1) rhetorical and communication theory, (2) interpersonal communication, (3) organizational communication, (4) mass communication, (5) public address, (6) communication education, (7) oral interpretation, and (8) overall quality. Subjects were also asked to rate in order the top five doctoral programs on overall quality. A total of 415 responses were returned from the 2 sample groups. The majority of the random sample respondents were male, assistant professors with Ph.D.s, and most interested in the area of rhetorical and communication theory. Most of the respondents in the first author sample were male professors, also with Ph.D.s and also interested primarily in rhetorical and communication theory. Among the results, the random sample subjects rated the University of Wisconsin, University of Iowa, and Northwestern University programs highest in overall quality. First authors ranked the Wisconsin, Iowa, and University of Illinois programs at highest in overall quality. (Tables indicating program ranking by the two groups in each of the eight areas are included.) (HTH)

ED 224 150 EA 015 239

Peterson, Paul Love, Julie

Territorial Interests and Educational Policy.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No.-IFG-PR-82-A15

Pub Date-Jul 82

Grant-OB-NIE-G-80-0111

Note-31p.; Prepared for the IFG Seminar on Law and Education (July, 1981).

Available from-Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 ($1.00).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Ambiguity, *Educational Legislation, Elementary Secondary Education, *Federal Legislation, Political Influences, Political Issues, Postsecondary Education, Tables (Data)

Identifiers-Amendments, *Congress, Consensus, Ideology

Congress is often ambiguous on legislation involving the interests of society's functional groups but is more specific on legislation involving territorial interests. Researchers tested three propositions about congressional action on territorial versus functional matters in education. The three propositions are that Congress (1) is more explicit on territorial than on functional issues, (2) decides territorial issues through consensus, and (3) is less likely to divide on partisan or ideological lines over territorial issues. Data were derived from analysis of 372 amendments in eight areas of educational legislation from 1960 to 1979. Review of the legislation finds that Congress drafts educational bills with greater precision when territorial interests are involved. This confirms the first proposition. The clarity of political consequences in territorial issues may explain Congress' greater precision. Findings that amendments on territorial issues are less likely to pass, have roll-call votes, be decided by close votes, or, once passed, be changed later, confirm the second proposition. The third proposition is confirmed by findings that territorial issues engender fewer partisan votes and fewer North-South, ideological splits among Democrats. Among the researchers' conclusions is that new federalism policies may involve territorial as well as functional considerations. (Author/RW)

ED 224 287 FL 013 256

A Resource Kit of German Immersion Materials from the Milwaukee Public Schools.
Milwaukee Public Schools, Wis.
Pub Date-82
Note-304p.
Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)
EDRS Price - MF01/PC13 Plus Postage.
Descriptors-Cultural Education, Elementary Education, *Fles, Foreign Culture, *German, *Immersion Programs, Instructional Materials, Map Skills, Mathematics, North American Culture, *Reading Materials, Second Language Instruction, *Social Studies, Vocabulary Development

Instructional materials from the Milwaukee Public School System's elementary school German immersion program are presented. The contents and authors of the materials, some of which were developed by the Multi-Language School, are as follows: (1) German immersion program first grade curriculum (Paula Trulen); (2) 4 German reading worksheets for grade four; (3) Ubungen fur die 5. Klasse (fifth grade exercises) (Heidi Haeberli); (4) German language resource materials for seventh grade social studies for use in the German immersion program at Wilbur Wright Middle School (David A. Rachlin); (5) Deutscher Wortschatz (German vocabulary) (David A. Rachlin); (6) Landkartenkunden (map skills books) (Jane Sholinsky); (7) Monster Arbeitskarten (monster cartoons and script) (Ann N. Post, Suzanne K. Frost, Gertrude Stoehlker); (8) Exercises fur kinderduden; (9) Exercises for Lesebuch fur Auslandsschulen; and (10) Arbeitsbuch (Workbook) for Deutsches Lesebuch, second grade (Theresia Tarjan). The first grade German curriculum, with guidelines in English, covers reading, social studies, and science, including vocabulary, phonics, seasons and holidays, nature, weather, nutrition, and writing. Fourteen fifth grade worksheets cover vocabulary and mathematics. For the seventh grade language resource materials, information in English is presented on the texts and topics, which cover the physical and social nature of humans, food, shelter, clothing, transportation, family, education, communication, economics, government, recreation, religion, the background of American culture, and modern American culture. Each unit contains texts, line drawings, questions, vocabulary practice, and German culture capsules.(SW)

ED 223 857   CE 034 402

Hamparian, Donna M. And Others

Youth in Adult Courts: Between Two Worlds. West Region. Major Issues in Juvenile Justice Information and Training.

Academy for Contemporary Problems, Columbus, Ohio.
Spons Agency-National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
Report No.-NCJ-80824
Pub Date-82
Grant-78-JN-AX-0038
Note-195p.; For related documents see CE 034 347-348 and CE 034 395-401.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Adolescents, *Court Litigation, Court Role, *Courts, *Delinquency, Delinquent Rehabilitation, Due Process, Federal Courts, Justice, Juvenile Courts, Laws, Legal Problems, Legal Responsibility, Public Policy, State Courts, *State Legislation
Identifiers-*United States (West)

State profiles of youth in adult courts were compiled for each of the 50 states, the District of Columbia, and the Federal District Courts. This volume contains profiles for the Western states of Alaska, Arizona, California, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming. The first part of each state profile describes the process by which youths are referred to adult courts and what can happen to them after conviction. Included in this part are descriptions of (1) the court organization, (2) the pertinent statutory provisions in the state code, (3) the relevant cases tried in the state supreme court and the federal courts since 1950, and (4) the correctional placement options for juveniles convicted in adult courts. This information was obtained through a search of the statutes and case law and through telephone interviews with court and correctional officials. The second part of the profile presents data collected from every county in the state on the frequency of referral of youths to adult courts through each of the mechanisms permitted by state law. In addition, demographic information, offense characteristics, and the judgments and sentences received by these youths are described for the most populous counties and for those counties referring five or more juveniles to adult courts in 1978. (KC)

ED 223 937 CG 016 346

Ford, J. Kevin Wroten, Steven P.

A Content Validity Ratio Approach to Determine Training Needs.

Pub Date-23 Aug 82

Note-39p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type- Reports - Descriptive (141) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Employer Employee Relationship, Evaluation Methods, Job Analysis, *Job Training, Police, Program Descriptions, Program Evaluation, Research Methodology, *Training Methods, Training Objectives

Identifiers-*Content Validity

This paper describes two methodologies designed to address deficiencies in training literature, i.e., procedures which empirically evaluate the content validity of training programs, and strategies linking training programs to needs reassessment and program redesign. In section 1, a methodology for establishing the job relatedness of a police recruit training program is presented. A description of the program is given and the design issues faced by the researchers are described in detail (strategies for linking content validity with a modified job element approach to job analysis) including identification of content domains, and evaluation of job relatedness. In section 2, a methodology for establishing the critical link between training evaluation and training program reassessment and redesign is presented. The technique, matching training emphasis and training needs, is conceptualized and presented graphically in a series of figures. A reference list and a series of nine tables illustrating the steps discussed in the two methodologies are also included. (PAS)

ED 223 998 CS 006 927

Webster, Lois P.

Dick and Jane with a New Twist.

Pub Date-Mar 82
Note-33p.; Paper presented at the Annual Meeting of the Indiana State Conference of the International Reading Association (Indianapolis, IN, March 25-27, 1982).
Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Basic Education, *Adults, *Beginning Reading, *Childrens Literature, Reading Interests, *Reading Material Selection, Reading Skills, *Recreational Reading, Self Esteem, Student Motivation, *Supplementary Reading Materials, Teaching Methods

A survey of 125 children's books revealed 45 that were potentially suitable as easy leisure reading materials for adults. This indicates that a vast store of children's books are available that are both suitable and readable for adult new readers. Children's books enhance new adult readers' self-esteem by enabling them to read not only to themselves, but also to their children or grandchildren. Adult basic education teachers can be alerted to books that seem desirable by browsing through journals that give reviews covering such items as content, ethnic orientation, subject matter, readability level, print, pictures, and format. As books are found, the following information should be recorded in a permanent card file: the title, length of the book, publisher, copyright date, the difficulty of the book, for whom it would be a good book, special subject matter, and an annotation. Two factors are important in using children's books: making a good match between the reader and the book, and being prepared by keeping an ongoing card file with information on each book. To implement the use of children's books in an adult basic education class, the teacher should (1) provide a listener for the reader, (2) have materials readily available, (3) provide class trips to the library, (4) advertise or make the books known to the adults, (5) record the books on tapes for read along'' purposes, and (6) recognize books built around particular reading skills. (Appendixes include publishers of children's books, the Fry Readability Graph, and an annotated bibliography of children's books suitable for adults.) (HOD)

Exhibit Volume II.

Mathematica, Princeton, N.J.
Spons Agency-National Endowment for the Arts, Washington, D.C.
Pub Date- 77
Note-185p.; For related documents see ED 219 815-816 and CS 504 061-062.
Parts of this document may be marginally legible.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Acting, *Facility Requirements, *Fund Raising, Futures (of Society), *Needs Assessment, *Professional Recognition, Public Opinion, Social Responsibility, *Theater Arts, *Theaters

As part of the second phase of a two-phase study of the condition and needs of the live professional theatre in America since the mid-1960's, this volume provides four round table discussions involving 22 theatre persons from around the country who were drawn together to share their perceptions of the needs of professional theatre. The first discussion concerns what the participants perceived to be the present role of professional theatre in American society today what it is, not what it should be. The second discussion covers what the participants thought the role of professional theatre in America should be. This is followed by a discussion of what needs to be implemented in order to attain what should be. The fourth discussion turns to perceptions of where funding might or should come from in order to implement the perceived needs. In the final discussion, each participant was asked, based on the previous discussions, to stress what he or she perceived to be the most important needs of and for theatre in the immediate future. It is emphasized throughout all the discussions that every effort was made to identify particular needs of the for-profit and not-for-profit sectors of the professional theatre and to identify where needs overlap or are actually or potentially cooperative in nature. (HOD)

ED 224 133 EA 015 219

Magner, Jeanne Russell, Ronald, Ed.

Building-Level PR Programs. Basic School PR Guide.

National School Public Relations Association, Arlington, Va.

Pub Date-80

Note-36p.; One in a series of eight Guides which comprise the Basic School PR Kit. Portions of appendices will not reproduce due to small print of original document. For related documents, see EA 015 213-220.

Available from-Publications, National School Public Relations Association, 1801 North Moore Street, Arlington, VA 22209 ($7.50 each; $37.50 for set of eight).

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Administrator Responsibility, Citizen Participation, *Communications, Elementary Secondary Education, Needs Assessment, Parent School Relationship, Principals, *Program Development, *Public Relations, *School Based Management, School Community Relationship, School Personnel, School Support

Identifiers-Childless Families

Designed to provide specific, practical help for educators in starting or improving school public relations programs, this guide tells how to make each school building the focal point in informing the public about programs and activities, building confidence in what schools are doing, developing an awareness of the importance of education, and improving the partnership between parents and teachers. The guide is intended to help (1) integrate the home, school, and community in efforts to improve schools and (2) interpret the aims and objectives of the schools to the community. Stressed in the guide is the imporance of planning good communications by researching what the community knows and wants to know about the schools. Administrators are advised that good manners and good first impressions are essential elements of day-to-day public relations. Frequent positive communciation with staff, students, and parents is a must. All members of the school staff should be involved in the communications effort. Evaluations and a diary should be used to continuously improve a school-community relations program. The appendices contain a school district performance rating scale to be completed by parents; types of news releases and their intended audiences; and an example of a news release. (Author/MLF)

ED 224 167 EA 015 285

Stanfield, Jonathan
Pilot Field Study of SEA Evaluation Costs. Research on Evaluation Program. Paper and Report Series No. 69.
Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Mar 82
Contract-400-80-0105
Note-49p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Consultation Programs, Cost Effectiveness, Costs, Elementary Secondary Education, Formative Evaluation, Management Systems, *Program Costs, *Program Evaluation, Research, *State Departments of Education, Technical Assistance
Identifiers-*Management Consulting Service

The costs incurred by state education agencies (SEA's) for evaluation activities are looked at in this study, which also examines the possible role that the use of management consulting might play in reducing these costs. It is estimated that SEA evaluation activities in the U.S. today cost about $32 million and that the use of management consulting offers potential savings of about $2.9 million. The study compares management consulting, technical consulting, evaluation, and research activities and explains how each is different. Although management consulting and evaluation activities may overlap, one distinct difference is that management consulting is client centered regarding decision-making whereas evaluation activities emphasize a critical record of program activities or outcomes. The study concludes with a number of recommendations for further research, including a refinement and confirmation of the figures presented here, and studies to show how actual savings might be achieved in practice. (Author/JM)

ED 224 249 EC 150 635

Evans, Joyce Bricker, Donna

Parenting the Young Handicapped Child: ECI-6. Early Childhood Intervention Catalog Module.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency-Texas State Dept. of Health Resources, Austin.

Pub Date-Aug 82

Note-99p.; For related documents, see EC 150 630-636.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Annotated Bibliographies, Child Development, *Disabilities, Early Childhood Education, Infants, *Intervention, *Parent Materials, *Parent Role, *Parent School Relationship, Professional Personnel, Resources, *Self Concept, Staff Role, Young Children

The sixth of seven monographs on early intervention for young (birth to age 3) handicapped children is intended for parents and other family members. Materials which focus on five topics appropriate for parent groups (overcoming communication barriers, legal rights and responsibility, self concept and their children, toy construction for learning, and professionals' roles) are described. A series of three annotated bibliographies comprise the remainder of the book. Topics addressed are young children (child development and learning, activities and toys, self concept, health and safety, behavior); handicapped children (biographies, legal issues, general and specific handicaps); and activities to understand feelings and handicaps. Bibliography entries include information on title, author, topic, date, and publisher along with a brief description. (CL)

ED 224 268 EC 150 655

Rubenzer, Ronald L.

Educating the Other Half: Implications of Left/Right Brain Research.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-ISBN-0-86586-141-2
Pub Date-82
Contract-400-81-0031
Note-49p.
Available from-The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (Publication No. 264, $4.00).
Pub Type- Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cerebral Dominance, Cognitive Processes, *Disabilities, *Educational Research, Elementary Secondary Education, Evaluation Methods, Learning Activities, *Learning Disabilities, *Learning Processes, Literature Reviews, Stimulation, *Teaching Methods

The document looks at left/right brain research as it relates to learning styles and teaching styles, particularly in special education. An initial section on brain basics covers the history of brain research, methods of investigation, cerebral dominance, divisions of labor of the bifunctional brain, language and related functions, bilingualism, learning styles, traditional education and the single brain, and emotions and the brain. A second section considers the need to integrate both convergent left-hemisphere modes in learning experiences. Another section examines determinants of neurologically based learning styles including the impact of age, sex, and handedness on left or right brain learning style preference. The effects of relaxation and diet upon brain functioning is the topic of the fourth section. The fifth section discusses findings relative to the study of learning disabilities, mental health, and creativity. Methods for educational assessment of learning styles are reviewed, such as the Structure of Intellect Learning Abilities Test and the Wechsler Intelligence Scale for Children-Revised. Steps toward dealing with the whole child in the educational system should incorporate consideration of teachers' verbal and nonverbally expressed attitudes, relaxation strategies, general strategies which more fully involve the brain in learning, and curricular strategies which promote integrated processing of information. Following a summary and a list of implications for education are appendixes which contain 35 activities to stimulate integrated/right brain processes and a brief report on the deprivation of estimates for national prevalence of right brain children. (SW)

A Comprehensive Needs Assessment for the Program of Vocational Education in Georgia. Executive Summary.

Associated Educational Consultants, Inc., Pittsburgh, Pa.

Spons Agency-Georgia State Dept. of Education, Atlanta. Office of Vocational Education.

Pub Date-Apr 82

Note-48p.; Small type in charts may not reproduce well.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Educational Needs, Educational Research, Guidelines, Information Dissemination, *Needs Assessment, Postsecondary Education, Research Methodology, Research Needs, Secondary Education, *Statewide Planning, Technical Education, *Vocational Education

Identifiers-*Georgia

A project was conducted in Georgia to design a needs assessment instrument and to administer it in order to determine the current state of vocational education in the state. Following the collection and review of data and personal interviews with Georgia secondary and postsecondary teachers and administrators, a needs assessment survey form was developed and distributed to 35 members of the state advisory council on vocational education, 50 teacher educators, 62 state education department staff members, 112 postsecondary administrators, 302 secondary administrators, 112 postsecondary teachers, and 348 secondary teachers. Results of the needs assessment, compiled from a 45 percent return rate, showed needs in the following areas: summer conference, personnel development, curriculum, current issues, and research. Recommendations for meeting these needs were summarized for each of the groups of vocational education personnel, and activities were enumerated for carrying out the recommendations. Finally, a needs assessment guide was developed to aid in future research, and the results of the study were disseminated throughout the state. (KC)

ED 223 916 CG 016 311

Shaffer, Michal And Others

Degree and Direction of Multiple Career Factors: Sex Differences and Construct Validity.

Pub Date-Mar 82

Note-50p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Detroit, MI, March 17-20, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Career Counseling, *Career Development, Career Planning, College Students, Factor Analysis, Higher Education, *Personality Traits, *Sex Differences, *Test Validity

Identifiers-*Career Factor Checklist

Personality, environment, and the interaction between them have been suggested as the major factors accounting for career development. Students (N 283) were asked to respond to 28 items on a recently revised self-report instrument, the Career Factor Checklist (CFC), in order to establish the construct validity of the revised CFC and to investigate sex and grade differences in the degree and direction of effect of the six CGC factors: (1) familial; (2) societal; (3) situational; (4) socioeconomic; (5) individual; and (6) psychosocial/emotional. Results showed significant sex differences for the factors, but did not show significant grade level differences for the factors. The findings suggest that counselors should help clients become more aware of the external factors in their career development and that special attention should be given to male clients, whose awareness and willingness to accept the complex effect of the factors affecting their career development seem somewhat limited. The findings also suggest that the revised CFC can function not only as a stimulus for discussing the various factors affecting career decision-making, but as a potential source of information about negative or positive effects of the factors. (PAS)

ED 224 019 CS 207 250

Danky, James P., Ed. And Others

Book Publishing in Wisconsin, Including a Directory of Wisconsin Book Publishers. Proceedings of the Conference on Book Publishing in Wisconsin (Madison, WI, May 6, 1977).

Wisconsin Univ., Madison. Library School.
Report No.-ISBN-0-936442-08-5
Pub Date-Aug 77
Note-103p.
Available from-Publications Committee, Library School of the University of Wisconsin, 600 North Park St., Madison, WI 53706 ($6.50).
Pub Type- Collected Works - Proceedings (021) - Information Analyses (070) - Reference Materials - Directories/Catalogs (132)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Books, Childrens Literature, Educational History, *Geographic Regions, *Periodicals, *Printing, *Publishing Industry, *Textbook Publication, United States Literature
Identifiers-*Wisconsin

The papers in this compilation were drawn from a 1977 conference on book publishing in Wisconsin. Following introductory remarks, the five papers in the collection deal with the following topics: (1) the history of Perishable Press, which specializes in publishing hand-made books; (2) the role of the publishing firm Wisconsin House in the development of a regional literature; (3) the history of the Western Publishing Company, publishers of the Big Little Books and the Little Golden Books; (4) the history of Wisconsin Trails'' magazine and its book publishing arm, Tamarack Press; and (5) the publication efforts of the State Historical Society of Wisconsin. The compilation also contains a directory of Wisconsin book publishers. (FL)

ED 224 038 — CS 207 280

Language Arts Curriculum Guide, First Grade.
Norman Independent School District 29, Okla.
Pub Date-Aug 81
Note-161p.
Available from-Norman Public Schools Curriculum Dept., 131 South Flood, Norman, OK 73069 ($25.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Behavioral Objectives, Curriculum Guides, Educational Resources, *English Curriculum, Grade 1, Grammar, *Language Arts, *Learning Activities, Listening Skills, Primary Education, *Reading Instruction, Speech Skills, *Writing Instruction

Intended to enhance the quality of language arts instruction in the first grade, this curriculum guide defines objectives, lists some basic resources, and offers suggested teaching activities. The five strands covered include language and grammar, listening, speaking, reading, and writing. An articulation chart at the beginning of the guide categorizes objectives within each strand as introduction, major objective reinforcement and extension, or continued reinforcement. The categories for each objective are arranged across grade levels for grades one through five. The rest of the guide is sectioned according to strand and lists objectives with accompanying resources, activities, and notes. Appendixes include a key to abbreviations and a bibliography of teaching aids. (HTH)

ED 224 099 EA 015 180

Porter, Paige H.

Policy Perspectives on the Study of Educational Innovations (Project Working Note). Paper No. 80-3.

Stanford Univ., Calif. Center for Educational Research at Stanford.
Spons Agency-Ford Foundation, New York, N.Y.; National Inst. of Education (ED), Washington, DC.
Pub Date-81
Note-31p.; Publication of the U.S.-Australia Education Policy Project.
Pub Type- Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Case Studies, Change Agents, Educational Change, *Educational Innovation, *Educational Research, Elementary Secondary Education, *Federal Programs, Foreign Countries, Government School Relationship, Private Education, *Program Implementation, *Public Policy, *School Organization, Surveys
Identifiers-*Australia

Three perspectives from which to study the implementation of educational innovation are explored in this document. Using the comparative policy perspective, the author compares and analyzes federal programs supporting educational change in the United States and Australia. Noting that Australia is more homogeneous, centrally organized, and oriented toward society seen collectively than is the United States, the author discusses how the increasing role of the federal government, the various forms of federal involvement, the relationships between different levels of government, the governmental policies on parochial and private education, and the doctrine of transferability'' affect educational change in both nations. From an organizational perspective, the author focuses on the implementation of innovations in schools as organizations, citing the results of a survey of the innovative projects funded by the Australian Schools Commission in Western Australia that had been underway for at least 2 years by 1976. This research explored four categories of characteristics possibly affecting the implementation of innovations: those of the innovation itself, the implementation strategies employed, the organizational settings, and the personnel involved. Finally, the author discusses how personal involvement in a series of case studies helped develop an interactionist perspective on the less objective characteristics of educational change. (PGD)

ED 224 118 EA 015 204

Garman, Keats

Conflict: Alternatives to Blowing a Fuse. A Manual for Workshop Leaders. Keys to School Boardsmanship. A Program of Continuing Education for School Board Members.

Montana School Boards Association, Helena.; National School Boards Association, Washington, D.C.; Northwest Regional Educational Lab., Portland, Oreg.; Washington State School Directors Association, Olympia.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-82

Contract-400-80-0105

Note-103p.; For related documents, see EA 015 201-212. Also contributing to the development of this document were the Idaho School Boards Association, the Oregon School Boards Association, and the Association of Alaska School Boards. Document also appears under the title Conflict Management.''

Available from-Publications, National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, DC 20007.

Pub Type- Guides - General (050) - Non-Print Media (100)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Board Administrator Relationship, *Board of Education Role, Boards of Education, *Community Relations, *Conflict Resolution, Elementary Secondary Education, Leaders Guides, *Management Development, Program Administration, Program Development, Program Evaluation, Program Implementation, School Community Relationship, Superintendents, *Workshops

Identifiers-*Board of Education Members

The materials in this manual are designed to help workshop leaders prepare for and present a workshop for school board members on managing conflict in the conduct of educational governance. The workshop helps board members develop and apply a framework for understanding conflict and introduces alternative approaches for managing it. The manual consists of six sections: an introduction; three sections on planning, presenting, and evaluating the workshop; a selection of resource materials; and a booklet for workshop participants. The discussion of planning contains information on the focus and scope of the workshop, familiarization with resource materials and equipment, workshop presentation techniques, and suitable grouping of participants. The presentation section includes sequential descriptions of workshop activities, leader focuses for each activity, and instructions for conducting the activities. The resource materials provided include a paper on the concepts underlying conflict management, a discussion of conflict between boards and superintendents, and masters from which transparencies for projection at the workshop can be reproduced. (Author/PGD)

ED 224 187 EC 150 361

de Mezerville, Gaston

Disability and Rehabilitation in Rural Costa Rica. Occasional Paper 3.

Costa Rican Social Security System, San Jose. Center for Training and Research.; Michigan State Univ., East Lansing. Univ. Center for International Rehabilitation.

Pub Date-1 Jun 79

Note-51p.; For related document, see EC 150 360.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Disabilities, Foreign Countries, Handicap Identification, *Incidence, Prevention, *Public Health, *Rural Development, Rural Education

Identifiers-*Costa Rica

To assist the Costa Rican Social Security Systems in designing a Rural Community Comprehensive Health Model, a study identified functional limitations among 1253 persons over age 7; assessed functional development of 293 children, ages 0-6; identified possible preventive factors of disability; and explored practices and resources in the districts of San Antonio and Quebrada Honda, Nicoya Country, Costa Rica.

Methodology involved a household survey on disabling conditions and rehabilitation; evaluation of preschool children with the Denver Development Screening Test (DDSI), Wechsler Intelligence Scale for Children (WISC), and the Beery Developmental Test of Visual-Motor Integration (VMI); and structured interviews of local health and rehabilitation leaders. Results indicated 5.76% of the total population and 4.5% of the preschool children had functional limitations, with physical, alcohol related and mental functional limitations representing the highest disability incidence. Conclusions indicated seven lacks such as lack of adequate stimulation for culturally deprived children, and lack of school and/or community resources for diagnosing disability in children. Recommendations included planning programs using local community associations and training more rehabilitation and special education professionals. (MC)

ED 224 308 FL 013 343

Grosse, Christine Uber
A Marketing Strategy for Spanish for Business.
Pub Date-82
Note-15p.; Paper presented at the Eastern Michigan University Conference on Spanish for Bilingual Careers in Business (Ypsilanti, MI, March 18-20, 1982).
Available from-Not available separately; see FL 013 333.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*Business, Business Communication, College Second Language Programs, *Educational Demand, Educational Innovation, Grantsmanship, Higher Education, *Languages for Special Purposes, *Marketing, Program Development, *Spanish

The development of a marketing strategy for business Spanish courses by means of situational analysis is described. The planner of marketing strategy must consider demand for a course, institutional acceptance, and financial support. A survey of 508 universities revealed a low level of demand for business Spanish which could potentially be expanded, a low rate of institutional acceptance as indicated by the number of schools with a language requirement, and a low level of outside funding for business Spanish courses. Suggestions are made for raising demand through a variety of promotional techniques, gaining acceptance of business Spanish by the department and university through personal selling of key personnel and the publicizing of a rationale, and generating outside funding sources. Sample worksheets for environmental analysis and strategic planning are provided to illustrate the role of situational analysis in developing a marketing strategy. (RW)

ED 223 800 CE 034 098

Choate, Pat

Retooling the American Work Force. Toward a National Training Strategy.

Pub Date-Jul 82
Note-50p.
Available from-Northeast-Midwest Institute, Publications Office, P.O. Box 37209, Washington, DC 20013 ($5.00, plus $1.50 postage; 10 or more $4.80 each, plus $1.50 postage).
Pub Type- Information Analyses (070) - Opinion Papers (120)

Document Not Available from EDRS.

Descriptors-Coordination, Economic Change, Educational Cooperation, Educational Legislation, *Educational Needs, *Educational Policy, *Federal Legislation, *Job Training, *Labor Force Development, Policy Formation, Program Development, Public Policy, *Retraining
Identifiers-Comprehensive Employment and Training Act, *National Policy, United States, Vocational Education Act 1975

Although several fundamental forces are changing the American economy and the American work force, three conditions are pivotal demographic change, technological change coupled with shifting conditions of competition, and the continuing inadequacies of both public- and private-sector employment and training policies. The employment and training policies of both the public and private sectors must realign to bring the private sector, individual levels of government, and workers together effectively. Since this reform probably will come in phases, it must be designed to mesh its parts into an ordered whole. The 12 basic pieces of federal legislation that underpin federal employment and training policies will expire between 1982 and 1984. The nearly simultaneous expiration of so many basic federal laws offers a rare opportunity to reassess key employment and training issues. When shaping the federal employment and training policies that will be in place for perhaps the remainder of the century, legislators should be sure that pertinent legislation: (1) improves management information; (2) allocates responsibilities among the levels of government; and (3) meets worker needs for remedial, entry-level training, upgrading and retraining, critical skill development, and displaced worker problems. (MN)

ED 223 839 CE 034 376

Wircensky, Jerry L.

Employability Skills for the Special Needs Learner. An Integrated Program of Reading, Math, and Daily Living Skills.

Aspen Systems Corp., Germantown, Md.

Report No.-ISBN-0-89443-679-1

Pub Date-82

Note-701p.

Available from-Aspen Systems Corp. Distribution Center, 16792 Oakmont Avenue, Gaithersburg, MD 20877 ($72.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF04/PC29 Plus Postage.

Descriptors-Basic Skills, Behavioral Objectives, Career Education, Communication Skills, Curriculum Guides, *Daily Living Skills, *Employment Potential, Guidelines, Instructional Materials, Interpersonal Competence, Job Search Methods, *Job Skills, Junior High Schools, Learning Activities, *Mathematics Skills, Money Management, *Reading Skills, Secondary Education, Socialization, *Special Education, Values Clarification, Vocational Adjustment, Vocational Education

Identifiers-*Special Needs Students

The five units in this curriculum manual are designed to assist classroom teachers in the delivery of employability skills to special needs students in prevocational, vocational, cooperative work study, or career education programs at the middle school and secondary levels. Covered in the individual sections of the guide are socialization, communication, financial management, values clarification, and job procurement and retention skills. Each section contains the following: student performance objectives, a list of resources, a suggested teacher delivery system, a lesson-content outline, student evaluation activities, and a series of accompanying reading and mathematics activities that are written for students who are below grade level in these two basic skills and that are geared for use in both large and individualized instructional settings. (MN)

ED 223 959 CG 016 368

Morrison, Vaughn And Others

School Social Work in Illinois.

Illinois State Board of Education, Springfield. Div. of Specialized Education Services.
Pub Date-82
Note-19p.; For related documents, see CG 016 365-367.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Certification, *Compliance (Legal), *Counselor Role, Elementary Secondary Education, Faculty Handbooks, Internship Programs, Legal Responsibility, Program Descriptions, *Pupil Personnel Services, *School Social Workers, *Social Work, State Boards of Education
Identifiers-*Illinois

This handbook for pupil personnel workers traces the historical development of school social work and its role in the Illinois public schools. The role and function of school social workers in promoting optimum educational programming by participating in an interdisciplinary team, consulting with teachers, evaluating students, providing casework services, and developing programs are presented. Legal authorization for these services under Illinois law is outlined and the relationship between social workers and the State Board of Education is discussed. The materials also describe the requirements for school social worker certification and the social work internship program. A list of Illinois Board of Education publications and professional social work journals and bulletins is appended. (JAC)

ED 224 208 EC 150 390

Liesman, C. Barringer, M. D.
Our Sensory World.
Wayne County Intermediate School District, Detroit, Mich.
Pub Date- 82
Note-45p.; Small print may be marginally legible.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Learning Activities, Perceptual Motor Learning, *Sensory Experience, *Sensory Training, *Severe Disabilities, Stimulation, Theories

The booklet explores the role of sensory experiences in the severely developmentally disabled child. Developmental theory is addressed, followed by specific activity suggestions (broken down into developmental levels) for developing tactile sense, auditory sense, gustatory (taste) sense, olfactory sense, visual sense, and kinesthetic sense. Reference materials address cognitive mapping (a way of determining sensory strengths and weaknesses), suggestions for drool control, and ways to deal with tactile defensive responses. (CL)

ED 223 877 CE 034 444

Baran, Nancy H., Ed. Tarrant, Sharon M., Ed.
Your Clothing Dollar. Household International, Prospect Heights, IL. Money Management Inst.
Pub Date-81
Note-42p.; For related documents see CE 034 441-453.
Available from-Money Management Institute, Household International, 2700 Sanders Road, Prospect Heights, IL 60070 ($.75 each; set $5.00; quantity discounts available).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, *Clothing, Consumer Economics, *Consumer Education, *Money Management, *Purchasing

This booklet on clothing, 1 in a series of 12 covers all the basic aspects of personal- and family-money management. Suitable for use by high school and college students as well as adults, this handbook gives wardrobe planning, buying, and care information. The first three sections consider the functions of clothing, the importance of self-knowledge in clothing, choice, and planning a wardrobe; Money matters are discussed in section 4: the amount available for clothing expenditure, payment methods, and money saving tips. Section 5 focuses on the qualities of the various types of clothing fabrics. Basic guidelines are provided in section 6 for judging workmanship and proper tailoring in order to buy wisely. Section 7 considers sewing one's own clothing and choosing sewing machines, patterns, and fabrics. Section 8 offers tips on caring for apparel, including laundering and dry cleaning. Handling complaints is briefly discussed in the final section. An appendix includes standard size classifications for different types of infants' and children's clothing sold in the United States and Canada. A list of agencies, associations, books, and pamphlets is provided. (YLB)

ED 223 897 CE 034 516

Comings, John

Participatory Communication in Nonformal Education. Technical Note No. 17.

Massachusetts Univ., Amherst. Center for International Education.; Ministry of Education and Culture (Indonesia).

Spons Agency-World Bank, Washington, D. C.
Report No.-ISBN-0-932288-62-6
Pub Date- 82
Note-20p.; For related document, see ED 219 632.
Available from-Publications Assistant, 285 Hills House South, University of Massachusetts, Amherst, MA 01003 ($1.00 plus postage).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Case Studies, *Communication (Thought Transfer), *Communication Skills, Coordination, Guidelines, *Information Dissemination, *Information Processing, Inservice Education, Meetings, *Nonformal Education, *Organizational Communication, Program Descriptions, Program Development, Program Evaluation, Program Implementation, Staff Development
Identifiers-*PENMAS (Indonesia)

Basically a means by which a group of people can come together and share their experiences of a common set of events, this processing technique provides a mechanism that can be used for various purposes, including information sharing, informal assessment of ongoing projects, overcoming language problems, and staff development. Among those programs and settings in which the processing technique has been used successfully are a community action for rodent control in Troy, New York; an inservice training program for field workers in a nonformal educational program in Indonesia; a project to coordinate nonformal educational activities among seven provinces in Indonesia; and a series of weekly meetings of faculty and graduate students at the Center for International Education in Amherst, Massachusetts. Experience indicates that the sessions should be held on a regular basis. Furthermore, they should focus on a few simple questions. While the rules for processing sessions should be set by needs of the group, a few simple rules pertaining to the role of the group leader, limits on answer times, and the scope of discussions must be observed. (MN)

ED 224 080 CS 504 064

Griggs, Dorothy Feldbinder Shannon, Mary Louise

Supplying Community College Needs in Basic Speech Courses at Florida Junior College at Jacksonville, Florida.

Pub Date-Nov 82

Note-17p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Learning Theories, Nontraditional Students, *Public Speaking, *Skill Development, *Speech Instruction, Speech Skills, Student Characteristics, *Student Needs, Teaching Methods, Two Year Colleges

Identifiers-*Bruner (Jerome S), Florida Junior College at Jacksonville, *Theory Practice Relationship

At Florida Junior College at Jacksonville, public speaking instructors employ Jerome S. Bruner's four factors of learning predisposition to learn, structure of knowledge, sequence, and reinforcement to plan an effective learning program for students with diverse academic backgrounds and goals. Specifically, six learning units, tailored to both two- and four-year students, provide practical applications of Bruner's four factors: (1) the icebreaker'' to satisfy the predisposition to learn, (2) the interview to focus on structure, (3) the speech critique to demonstrate structure, (4) parliamentary procedure to illustrate the sequence of material, (5) the introduction assignment to clarify the use of sequence, and (6) oral presentations and persuasive techniques to build skills through reinforcement. (JL)

Hartman, Peggy L. Hartman, William T.

Local Special Education Planning Model: User's Manual.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-IFG-PR-82-A20
Pub Date-Jul 82
Grant-OB-NIE-G-78-0212
Note-214p.
Available from-Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 ($5.00).
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-*Computer Programs, Cost Effectiveness, Data Analysis, Educational Needs, Elementary Secondary Education, Management Information Systems, Mathematical Models, *Program Costs, School Districts, *Special Education, Student Placement, Student Teacher Ratio, Worksheets
Identifiers-*Local Special Education Planning Model

To help school districts estimate the present and future needs and costs of their special education programs, this manual presents the Local Special Education Planning Model, an interactive computer program (with worksheets) that provides a framework for using a district's own data to analyze its special education program. Part 1 of the manual discusses the model, its development, and its four operating steps, which include filling out worksheets, entering the data into the computer, reviewing the output, and making alternative projections. Part 2 describes how to complete the eight worksheets, which cover basic district data, special education categories and instructional programs, related district services, current and anticipated student placements in the instructional programs, personnel ratios, and district support services. Entering the data into the computer is explained in part 3, while part 4 reviews 18 reports generated by the model that show the current and future costs, placements, personnel requirements, and program and services requirements of a district's total special education program. The final part discusses how to generate alternative projections. Attached to the manual are copies of the model's computer program and blank copies of the eight worksheets. (Author/RW)

ED 224 168   EA 015 287

Smith, Nick L.

Public Data Resources for Educational Policy Analysis and Evaluation. Research on Evaluation Program. Paper and Report Series No. 75.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Aug 82
Contract-400-80-0105
Note-32p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Annotated Bibliographies, *Educational Assessment, *Educational Research, Elementary Secondary Education, Information Needs, *Information Sources, Postsecondary Education, Research Needs

To help reduce the needs of educational administrators, policy analysts, and evaluators for original research, this bibliography identifies 65 public data resources that provide current and historical information relevant to educational policy issues. For 15 primary sources the document provides the title, full bibliographic reference, and an annotation giving the source's basic contents, organization, and special features. The primary sources include the Statistical Abstract of the United States,'' Digest of Educational Statistics,'' The Condition of Education,'' Projections of Educational Statistics,'' Census User's Guide,'' Compendium of HEW Evaluation Studies,'' Federal Program Evaluations,'' The Policy Analysis Source Book for Social Programs,'' Annual Evaluation Report on Programs Administered by the U.S. Office of Education,'' Statistics of Local Public School Systems, Finance,'' Statistics of State School Systems,'' Standard Education Almanac,'' Historical Statistics of the United States,'' Biennial Survey of Education in the United States,'' and Report of the U.S. Commissioner of Education.'' Another 50 sources are listed by title and bibliographic reference only. (RW)

ED 224 229 EC 150 612

Black, Talbot And Others

The Development of a Needs Assessment Process. Occasional Paper Number 3.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.

Spons Agency-Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.

Pub Date-81

Note-46p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Data Collection, Delivery Systems, Demonstration Programs, *Disabilities, Early Childhood Education, Evaluation Methods, *Needs Assessment, *Program Evaluation, *Technical Assistance

Identifiers-*Technical Assistance Development System

The paper considers the concept of needs assessment in terms of the activities of TADS (Technical Assistance Development System), a project to provide support services to model demonstration projects and state education agency grantees of the Handicapped Children's Early Education Program. Section 1 defines needs assessment, describes approaches to needs assessment (democratic approach and discrepancy approach), and lists guiding principles of the TADS needs assessment process (such as confidentiality of information). Section 2 traces the evolution of the TADS needs assessment process from 1971 to 1981. Included within the section are sample interview formats, project development checklists, worksheets, and pages from the TADS Needs Assessment Procedures Manual.'' Current needs assessment procedures are described in a third section in terms of on-site and self-administered needs assessments, scheduling, matching the needs assessor to the project, preparing for the needs assessment, implementing the needs assessment, and developing the memorandum of agreement. Evaluation of the needs assessment procedures is the topic of the fourth section. Sample questionnaires are offered, and findings from two case studies and assessment strategies are mentioned. Among conclusions is that TADS provides structure by thoroughly training needs assessors in the process of assessment and familiarizing them with the clients' mission and scope, by suggesting preparatory activities for the client, and by developing materials with which to review programs. (SW)

ED 224 288 FL 013 257

Geier, Julie, Comp.

A Resource Kit of French Immersion Materials from the Milwaukee Public Schools.

Milwaukee Public Schools, Wis.

Pub Date-82

Note-101p.

Pub Type- Guides - Classroom - Teacher (052) - Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Elementary Education, *Fles, *French, *Immersion Programs, *Instructional Materials, Reading Materials, Reading Skills, Second Language Instruction, *Vocabulary Development

Instructional materials from the Milwaukee Public School System's elementary school French immersion program are presented. The materials for the Multi-Language School-German/French, are as follows: (1) Summer Reading Booklet, First Grade French Immersion; (2) L'automne: Livret de la premiere annee; (3) L'Halloween: Livret de la premiere annee; (4) Tableaux pour le premier semestre de la Premiere Annee (Chart stories for first grade first semester); (5) Pre-Reading Unit for La Methode Dynamique de Lecture'' (Les editions etudes Vivantes); and (6) a list of French vocabulary and expressions (classroom objects, clothing, and classroom expressions). The summer reading booklet was developed to give students practice in French reading over the summer. It contains 41 short stories using the vocabulary from Luc et Martine vont a l'ecole'' and Luc et Martine s'amusent.'' A letter to parents that lists some reading activities is also included. The Pre-Reading Unit for La Methode Dynamique de Lecture'' was developed to introduce and teach some of the basic vocabulary words from the first book in the reading series. It is intended for use at the beginning of first grade French immersion. (SW)

ED 223 820 CE 034 316

Gorham, Joan

Resources for Instruction in Adult Education Courses. Media Resources.

Pub Date-11 Nov 82

Note-15p.; Prepared for the Task Force on Instructional Improvement, Commission of Professors of Adult Education, at the National Adult Education Conference (San Antonio, TX, November 11, 1982).

Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Education, Annotated Bibliographies, *Audiovisual Aids, Films, Indexes, *Instructional Materials, Literature Reviews, *Resource Materials, Videotape Recordings

This report consists of a review of research on the effectiveness of instructional media as well as lists of resources for use in adult education courses. Following a discussion of the nature and scope of available research on instructional media for use with adults, a series of 21 conclusions are drawn concerning the objectives, audience, content, and presentation analysis of such media resources. Presented next is an annotated bibliography of six locally produced and 44 commercially available sound filmstrips, films, and videotapes dealing with such topics as management, leadership, learning disabilities, time management, decision making, career development, aging, productivity, goal setting, personality theories, and life planning. Concluding the report is a brief bibliography of catalogs, indexes, and guides to educational media that are relevant to adult education courses. (MN)

ED 223 938 CG 016 347

Schnell, Steven And Others

The Relation of Moral Reasoning, Type of Aggression, Aggressor Intentions, and Victim Consequences to Judgments of Aggression.

Pub Date-May 82
Note-9p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (54th, Minneapolis, MN, May 6-8, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Aggression, Cognitive Processes, College Students, Higher Education, High School Students, *Moral Development, *Moral Values, Motivation, Secondary Education, Social Cognition, Value Judgment, Victims of Crime

In an attempt to understand human aggressive behavior, psychologists have explored and emphasized variables related to the aggressor, the victim, and the situation, e.g., intentions of the aggressor and the consequences for the victim. Observer-related variables, such as level of moral reasoning have not been studied. To examine the relationship between judgments of aggression and moral reasoning it was hypothesized that judgments of aggression by those at lower levels of moral reasoning would be more influenced by consequences, while judgments of those at higher levels of moral reasoning would be more influenced by intentions. College and high school students (N 342) read six vignettes involving aggressive acts including all combinations of consequences (good and bad) and intentions (altruistic, instrumental, and hostile), and rated the degree of appropriateness of the acts on five point scales. Results indicated a significant relationship between level of moral reasoning and judgments of aggression. Those with higher levels of moral reasoning judged acts to be more aggressive and were more influenced by intentions than those at lower levels of reasoning. The findings suggest that the integration of the moral reasoning and judgment of aggression literature would be beneficial to both areas. (PAS)

ED 223 979 CS 006 901

Brown, Alan S. Cattoi, Robert

Associative Strength Effects in Semantic Priming.

Pub Date-Apr 82

Note-19p.; Paper presented at the Annual Meeting of the Southwestern Psychological Association (Dallas, TX, April 15-17, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Association (Psychology), *Classification, *Cognitive Processes, Higher Education, Memory, Reaction Time, Reading Processes, *Reading Research, *Semantics

A study examined the effect of variation in category dominance on retrieval latencies (and errors) from semantic memory. Subjects, 66 students enrolled in an introductory psychology course, were required to perform 6 successive retrievals from each of 18 conceptual categories. The six retrievals consisted of two successive blocks of three from either high, medium, or low dominance tasks. Increasing retrieval latencies and increasing number of errors indicated that the build-up of inhibition across position was more immediate for the low-dominance than for the high-dominance items. These results support the position that the number of prior retrievals from the same conceptual category is the primary determiner of the incrementing of retrieval inhibition. Effort-induced slowdown of retrieval did not occur. These results suggest that two opposing processes occur in category access: a general initial facilitation and a cumulating inhibition. The cumulating inhibition is directly related to the number of prior retrievals, both explicit and implicit. (JL)

ED 224 059 CS 504 035

Cox, J. Robert, Ed. Willard, Charles Arthur, Ed.
Advances in Argumentation Theory and Research.
American Forensic Association.
Report No.-ISBN-0-8093-1050-3
Pub Date-82
Note-421p.
Available from-Southern Illinois University Press, P. O. Box 3697, Carbondale, IL 62901 ($25.00 cloth).
Pub Type- Books (010) - Information Analyses (070)
Document Not Available from EDRS.
Descriptors-*Communication (Thought Transfer), *Communication Research, *Language Usage, *Persuasive Discourse, Philosophy, Rhetoric
Identifiers-*Theory Development

The essays contained in this volume are attempts not merely to inventory recent developments and disputes in the field of argumentation but also to sharpen them by carrying them as far as current thinking permits. The 16 essays, which show that argumentation scholars are still far from united around a single theory, are divided into four sections. The first section covers conceptual foundations, including argument fields and bilaterality in argument and communication. Reasoning and reasonableness are discussed in part 2, in such essays as Children's Arguments,'' and Values and Beliefs as a Basis for Argumentation.'' Part 3 contains essays on methodological issues, such as conversational argument and modeling argument. The essays in part 4 discuss the uses of argument in philosophy and rhetoric, drama and literature, and the legal process. (HTH)

ED 224 250 EC 150 636

Evans, Joyce Bricker, Donna

Working with Adults: ECI-7. Early Childhood Intervention Catalog Module.

Southwest Educational Development Lab., Austin, Tex.
Spons Agency-Texas State Dept. of Health Resources, Austin.
Pub Date-Aug 82
Note-66p.; For related documents, see EC 150 630-635.
Pub Type- Reference Materials - Bibliographies (131) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adults, Annotated Bibliographies, Audiovisual Aids, *Disabilities, Early Childhood Education, Infants, Intervention, Learning Modules, *Parent School Relationship, Resources, Young Children

The final module in a series of seven focusing on early intervention for young (birth to age 3) handicapped children is designed for professionals who work with other adults (including teacher trainers, parent educators, and community liaison persons). The first part deals with materials designed for understanding adults as learners and adult training techniques. Among topics in this section for which references are listed are effective speaking and adult learning. The section on parents presents annotated references on ideas for parent meetings and health and safety for young children. Journal sources are also described. Entries include author, title, publisher date, and price information as well as a brief summary. Following a list of audiovisual materials on the topics is a bibliography of resources regarding working with other agencies and professionals. (CL)

ED 223 858 CE 034 406

Educational Mobility in Nursing LPN to RN.

New York State Education Dept., Albany. Office of the Professions.
Pub Date-30 Apr 82
Note-97p.; Proceedings of the Mobility in Nursing Conference sponsored by the New York State Education Dept. (Albany, NY, April 30, 1982).
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Access to Education, *Articulation (Education), Educational Cooperation, *Educational Mobility, Educational Planning, Higher Education, Institutional Cooperation, Nursing, *Nursing Education, *Occupational Mobility, Postsecondary Education, Practical Nursing, Staff Development, *Statewide Planning
Identifiers-*New York

This document contains 10 papers that were presented at a conference that addressed mobility in nursing education and the promotion of cooperation among nursing institutions and nursing professionals in New York State. The papers focus on the theme of mobility, or articulation, among the institutions that train nurses. In particular, the conference focused on the programs available to nurses who wanted to upgrade their qualifications from licensed practical nurse (LPN) to registered nurse (RN); however, concerns were also addressed to those nurses who wanted to gain education beyond a bachelor's degree. Participants commented on the need to break down the barriers of age and program limitations that have existed and to establish a mechanism to recognize skills learned through experience. Participants also advocated the need for more open programs and easier transitions among programs so that individuals desiring to upgrade their capabilities would not face an overwhelming maze of disparate programs and regulations and an unnecessary waste of time and money. Cooperation among nursing educators and among various program directors was stressed, and several programs providing training for upgrading LPN and RN skills were described. Plans were made to continue the discussions in regional conferences. (KC)

ED 224 039 CS 207 281

Language Arts Curriculum Guide, Second Grade.
Norman Independent School District 29, Okla.
Pub Date-Aug 81
Note-191p.
Available from-Norman Public Schools Curriculum Dept., 131 South Flood, Norman, OK 73069 ($25.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Behavioral Objectives, Curriculum Guides, Educational Resources, English Curriculum, Grade 2, *Grammar, *Language Arts, Learning Activities, *Listening Skills, Primary Education, *Reading Instruction, *Speech Skills, *Writing Instruction

Intended to enhance the quality of language arts instruction in the second grade, this curriculum guide defines objectives, lists some basic resources, and offers suggested teaching activities. The five strands covered include language and grammar, listening, speaking, reading, and writing. An articulation chart at the beginning of the guide categorizes objectives within each strand as introduction, major objective, reinforcement and extension, or continued reinforcement. The categories for each objective are arranged across grade levels for grades one through five. The rest of the guide is sectioned according to strand and lists objectives with accompanying resources, activities, and notes. Appendixes include a key to abbreviations and a bibliography of teaching aids. (HOD)

ED 224 134 EA 015 220

Zimmerman, Samuel L. Hayden, Joseph, Ed.

PR for Special Programs. Basic School PR Guide.

National School Public Relations Association, Arlington, Va.
Pub Date-80
Note-36p.; One in a series of eight Guides which comprise the Basic School PR Kit. Portions of appendices will not reproduce due to small print of original document. For related documents, see EA 015 213-219.
Available from-Publications, National School Public Relations Association, 1801 North Moore Street, Arlington, VA 22209 ($7.50 each; $37.50 for set of eight).
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Elementary Secondary Education, Information Sources, Interpersonal Communication, *Mass Media, News Media, Older Adults, Parent School Relationship, Participation, Police School Relationship, *Public Relations, School Desegregation, School Districts, School Personnel, School Policy, School Support, *Social Problems, Special Education, *Special Programs, Student Participation
Identifiers-Childless Families

Designed to provide specific, practical help for educators in starting or improving school public relations programs, this guide emphasizes that a school district must have a public relations plan for each of its special programs Title I, Title IX, Title IV-C, education of the handicapped, gifted and talented programs, and others. These special programs have increased the need for support and understanding by staff members, students, parents, and the community. This guide tells how to develop plans to meet the special needs of these programs. Ideas are presented for communicating with parents, school staff, students, nonparents, senior citizens, government officials, the police, and the media. Methods of gaining feedback on the success or failure of public relations efforts are outlined. The appendices contain eight different examples of communication materials. (Author/MLF)

ED 224 209 EC 150 391

Barringer, Mary-Dean, Ed. Ruchgy, Wayne, Ed.
Learning through Our Senses: A Handbook for Parents by Parents.
Wayne County Intermediate School District, Detroit, Mich.
Pub Date- 82
Note-19p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Learning Activities, *Multiple Disabilities, Parent Materials, *Parent Role, *Perceptual Motor Learning, *Sensory Experience, *Sensory Training, *Severe Disabilities, Stimulation

Written by parents and intended for fellow parents of severely/multiply handicapped children, the booklet describes a series of awareness activities to enhance children's sensory experiences. Each section includes a brief rationale, background information, and a list of suggested activities for developing the senses of touch, taste, smell, hearing, and sight. Examples of ways in which sensory experiences can be incorporated into the child's day are cited. (CL)

ED 224 309 FL 013 344

Grosse, Christine Uber

A Survey of Spanish for Business at U.S. Universities.

Pub Date-82

Note-36p.; Paper presented at the Eastern Michigan University Conference on Spanish for Bilingual Careers in Business (Ypsilanti, MI, March 18-20, 1982).

Available from-Not available separately; see FL 013 333.

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Business, Business Education, *College Second Language Programs, Higher Education, *Languages for Special Purposes, *Spanish, Surveys

A survey was conducted of 508 universities to investigate the status of business Spanish courses in the modern language curriculum. The questionnaire solicited information on the number, size, and scheduling of business Spanish courses; students; course materials; methods of promotion; funding; language requirements; other business language courses; and future plans. Among the 255 respondents it was found that: (1) 45 percent offer business Spanish courses; (2) many other schools plan to offer such courses in the future; (3) the content of the business Spanish courses is consistent among the respondents; (4) 56 percent offer only one course a year; (5) most classes have between 11 and 20 students; (6) most students in business Spanish classes were language or business majors; (7) a total of 26 instructional materials were used; (8) business Spanish satisfies the language requirement at 53 percent of the schools; (9) there is a language requirement in 29 percent of the business degree programs; (10) courses are promoted mostly through course announcement bulletins; and (11) funding comes primarily from the language department. It is concluded that business Spanish is gaining acceptance at U.S. universities. A potential problem area is the lack of support among business schools. The survey instrument, the data, and a list of universities offering business Spanish courses are appended. (RW)

ED 223 782 CE 033 859

Granville, Kim Hoa

Vocational Education for Limited English Speaking Populations in Michigan: An Assessment of Needs.

Eastern Michigan Univ., Ypsilanti.
Spons Agency-Michigan State Dept. of Education, Lansing.
Pub Date-82
Note-269p.; Developed by the Bilingual Vocational Education Project.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-*Access to Education, *Bilingual Education, *Educational Needs, Employment Projections, Ethnic Groups, Labor Needs, Language of Instruction, *Limited English Speaking, Minority Groups, Needs Assessment, Postsecondary Education, Secondary Education, State Surveys, Statewide Planning, *Vocational Education
Identifiers-*Michigan

A needs assessment and analysis were conducted in Michigan to determine the status and effectiveness of vocational education for limited English-speaking ability (LESA) students relative to population, program instruction, and funding. Three survey instruments were developed: one for directors of bilingual programs, another for directors of vocational programs, and another for teachers and counselors working in the bilingual or vocational programs selected for the study. In addition, personal interviews were conducted with LESA students and their parents, and an analysis was made of prospective employment opportunities available in Michigan until 1985. Eight general conclusions were reached, and recommendations were made to implement them. Conclusions included the following: (1) students desired to enroll in vocational education, but many were not served because of their limited English proficiency; (2) many LESA parents could not communicate with school personnel and were unaware of vocational education opportunities; (3) LESA students tended to drop out of school before the ninth grade; (4) second and third generation LESA students seemed to have inadequate knowledge in both English and their native languages; (5) bilingual students seemed to be influenced by cultural biases in their selection of vocational programs; (6) shortages of counselors and vocational education teachers who were trained to provide services for LESA students existed; (7) bilingual persons were underrepresented in vocational advisory committees; and (8) vocational programs were not able to meet the needs of LESA students. Recommendations were made to remedy these problems, including implementation of a comprehensive program in bilingual vocational education. (KC)

ED 223 917 CG 016 312

Schmeck, Ronald R. McCarthy, Patricia

Individual Differences in Depth and Breadth of Processing.

Pub Date-Aug 82

Note-16p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Cognitive Processes, College Students, High Achievement, Higher Education, *Individual Differences, *Learning Processes, Low Achievement, Memorization, *Memory, State of the Art Reviews

Identifiers-*Inventory of Learning Processes

Memory has been defined as traces left behind by past information processing. One approach to the study of everyday memory is to isolate reliable differences between individuals in the ways in which they process information when preparing for test events. The Inventory of Learning Processes, consisting of four scales, i.e., Deep Processing, Elaborative Processing, Fact Retention, and Methodical Study, assesses dimensions of learning behavior and conceptual activity characteristic of college students. Deep Processing assesses the extent to which a student critically evaluates, conceptually organizes, and compares and contrasts information being studied. Elaborative Processing is a strategy of applying information to one's own life and personalizing it. Both scales are assumed to be measures of depth'' and breadth'' of processing that lay down more enduring memory traces. Studies have shown that students who score high on the Deep Processing scale are better at structuring information and have better reading comprehension and that students who score high on Elaborative Processing have greater mental imagery ability, tend to reorganize information in personal ways and thus are better at learning long lists, and are significantly better creative writers. The Deep Processing and Elaborative Processing scales together assess a dimension of thoughtfulness.'' Many students may be able to improve their academic performance by learning to process information deeply and elaboratively. (PAS)

Kahn, Diane Grossman

Fathers as Mentors to Daughters. Radcliffe Institute Working Paper.

Radcliffe Coll., Cambridge, MA. Mary Ingraham Bunting Inst.
Pub Date-81
Note-37p.; For related document, see CG 016 370.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Achievement Need, *Aspiration, College Students, *Daughters, *Fathers, High Achievement, Higher Education, *Mentors, Parent Child Relationship, *Parent Influence, *Parent Role, Role Models

Research literature on female achievers has consistently shown that the encouragement of fathers who act as mentors to their daughters is particularly important. To examine the behavior of fathers with their daughters, female junior and senior college students (N 114) completed an 11-page questionnaire about their personal background. Some of the women (N 36) were then interviewed about the significant influences in their lives. Results showed that common themes of father influence emerged, e.g., offering simple companionship, actively teaching, and investing hope in a daughter's career. Results also indicated that fathers can discourage, e.g., over-protect, insist on ladylike behavior to the detriment of competence, and discourage daughters about their math ability. Three factors tend to explain the salience of fathers in the encouragement of daughters: (1) the essential (fathers behave in instrumental ways, making them naturals at mentoring); (2) the developmental (daughters experience the adolescent process of separation-individuation from mothers and thus are favorably inclined toward the father's advice); and (3) the structural (women in society at large are devalued, thus daughters value counsel of fathers more because his occupation almost always has higher social status than mother's). The findings suggest that the father's identification with his daughter carries a message of respect via the assumption of potential equity. (PAS)

ED 223 999 CS 006 928

Wishart, Elizabeth Smith, J. Lea

Pupils' Understanding of Logical Connectives in Selected Texts in History.

Pub Date-Jul 82

Note-25p.; Paper presented at the Annual Meeting of the United Kingdom Reading Association (19th, Newcastle upon Tyne, England, July 19-23, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Age Differences, Cohesion (Written Composition), Context Clues, *Form Classes (Languages), *History Textbooks, *Reading Comprehension, *Reading Research, Secondary Education, Sex Differences

Identifiers-*Connectives (Grammar), Great Britain

Using a list of 15 logical connectives and a selected sample of 216 students from the higher range of ability in two British comprehensive schools, a study investigated the comprehension of those logical connectives in two contexts, everyday'' and history.'' The 15 connectives tested occurred in a chapter of the textbook, The Modern World Since 1870.'' The connectives tested included consequently,'' yet,'' nevertheless,'' moreover,'' in fact,'' so far,'' above all,'' from the start,'' obviously,'' if,'' unlike,'' furthermore,'' such as,'' actually,'' and now.'' Fifteen short passages were taken, almost verbatim, from the chapter. Each of these contained one word from the list. From these passages two forms of test were prepared a gap filling form and a sentence completion form. A regression analysis was carried out to examine the effects of age, context, test type, school, and sex on the ability to understand logical connectives. Results showed that the difference in the students' ability to understand the connectives in each of the two contexts was significant, but there was no significant difference by age, sex, or test type. Furthermore, there was no correlation between students' ability to understand connectives and their ability to use connectives in their writing. (HOD)

ED 224 020 CS 207 251

Walker, Carlene

Performance of Six Levels of Students on a Test of Basic Skills Competence.''

Pub Date-Jun 82
Note-28p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Basic Skills, College Students, *Comparative Analysis, Computer Assisted Testing, Educational Research, English Curriculum, Higher Education, *Speech Skills, Technical Writing, *Test Results, Verbal Communication, *Writing Skills
Identifiers-Writing across the Curriculum

To provide an objective statement of how a wide range of students at the University of Texas at El Paso performed on a test measuring verbal basic skills, a computerized analysis of variance compared group mean scores on a test of basic skills competence for 1,553 students in 6 groups, including graduating seniors and students in 4 levels of English courses. A manual analysis of the computerized Question Analysis Report'' compared performance of beginning basic writing students and junior-level technical writing students on individual test items. A manual tabulation compared group percentage scores on the basic skills test, the equivalent hypothetical letter grades, and verbal Scholastic Aptitude Test (SAT) scores for year of college entry for each group. Results showed that significant differences existed between the means for seniors and basic writing students both before and after instruction. No other significant differences were apparent. Students in the junior-level course and those in the basic writing course tended to miss many of the same items on the test. Groups who had entered the university with relatively low verbal SAT scores received relatively low scores on the test of basic skills competence. Recommendations included repetition of the study; increasing emphasis on the basic skills of standard written English and vocabulary growth, along with intensification of writing and speaking activities in all English courses; implementation of curriculum changes; and extension of writing across the curriculum activities. (HOD)

ED 224 188 EC 150 370

Thurlow, Martha L. And Others

Academic Responding Time for LD and Non-LD Students.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No.-IRLD-RR-72

Pub Date-Apr 82

Contract-300-80-0622

Note-125p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Elementary Education, *Individual Instruction, *Learning Disabilities, Mainstreaming, Student Teacher Relationship, *Teaching Methods, Time Factors (Learning), *Time on Task

Thirty-four third and fourth grade students were observed over two entire school days to examine the nature of instruction and academic responding time for LD and non-LD students in regular classrooms. Across students, a typical school day was characterized by a limited amount of academic responding (about 45 minutes). Comparison of LD and non-LD students revealed that, while there were no differences in time allocated to instruction, there were differences in the type of instruction received, with LD students receiving more individual instruction and more teacher approval than non-LD students. LD students were engaged in five of seven academic responses for greater amounts of time than non-LD students, while non-LD students were engaged in one academic response for a greater amount of time than LD students. However, there were no differences in the total academic responding times of the two groups of students. Findings related to variability among students and relationships between responding times and achievement also are presented. The implications of the findings for instruction and for special education decision making are discussed. The Code for Instructional Structure and Student Academic Response'' observation system is appended. (Author/DB)

ED 224 269 EC 150 656

Runions, Ted

Stewardship: Training the Gifted as Community Mentors. Programming for the Gifted Series.

ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-ISBN-0-86586-142-0
Pub Date-82
Contract-400-81-0031
Note-57p.
Available from-The Council for Exceptional Children, Publication Sales, 1920 Association Dr., Reston, VA 22091 (Publication No. 265, $4.00).
Pub Type- Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Community Programs, *Enrichment, *Gifted, High Schools, *Mentors, *Microcomputers, Program Descriptions, Program Development
Identifiers-*Mentor Academy Program, *Stewardship

The author describes the Mentor Academy Program (MAP) a skill-based model for training gifted high school students as mentors and thereby becoming leaders in processing information and networkers creating and sharing information. Chapter 1 offers historical and philosophical, gifted education, and high school perspectives to stewardship (the dual responsibility to self and others to realize potential). Five models for educating the gifted are compared: the social/survival model (activities are mostly games), the curriculum model (which emphasizes mastering the basics), enrichment (which extends the curricular model with options within and outside the school), stewardship (which involves students as leaders in the community), and Micronet (which combines stewardship with microcomputer technology). The MAP, particularly as it was developed at Lord Elgin High School (Ontario, Canada), is described in chapter 2. Five components of the program are discussed: orientation (which focuses on assessment and on a match of students with potential programs), networkshop (designed for skill acquisition in areas useful to becoming an effective mentor, steward, and networker), mentorship (in which students apply their newly acquired networking skills to working with mentors in the community), stewardship (during which the student engages in activities of service), and micronet (involving training the students to network their resources via microcomputer programing). A final chapter briefly addresses MAP outcomes including that students were better able to resolve problems arising from differentiated learning situations and students were better able to meet their own learning expectations for areas of interest. Appended are a grade 9 enrichment program proposal and a description of the LESS (Learning Enrichment Service by Students) program at Lord Elgin High School. (SW)

Newton, Emily Frank

The Uses of Follow-Up Information in Occupational Programs: A Management Model.

Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date-May 81

Note-43p.

Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Career Counseling, Community Colleges, Data Analysis, Data Collection, *Followup Studies, Graduate Surveys, Information Dissemination, *Information Utilization, Job Placement, Models, Outcomes of Education, Postsecondary Education, *Program Evaluation, Questionnaires, *Research Design, Research Methodology, Surveys, *Vocational Education, *Vocational Followup

Identifiers-*Edison Community College FL, Employer Surveys

The report describes a model, developed by the staff at Edison Community College in Fort Myers, Florida, for collecting and using follow-up information to evaluate and plan occupational programs. After a discussion of the issues to be addressed when evaluating an occupational program, a breakdown of information to be collected in a follow-up study of program leavers and completers is provided. Set forth next is a flow model for identifying respondents. Following an explanation of procedures for preparing surveys and protecting respondents' anonymity, three former-student survey instruments and an employer follow-up survey are presented. Also supplied are an information collection/analysis model and an information dissemination flow model. A discussion of procedures for using follow-up data as a tool for placement and guidance concludes the model. (MN)

ED 223 821 CE 034 317

McKee, Barbara G. Schroedl, Kathleen J.

SIGI at NTID: Computer Assisted Career Guidance with Hearing-Impaired College Students.

Pub Date-Mar 82

Note-23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).

Pub Type- Reports - Descriptive (141) - Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Choice, *Career Guidance, College Students, *Computer Oriented Programs, *Decision Making, Decision Making Skills, Educational Research, *Hearing Impairments, Higher Education, *Occupational Information, Program Effectiveness, Program Evaluation, Program Implementation, Student Attitudes

Identifiers-System of Interactive Guidance and Information

The System of Interactive Guidance and Information (SIGI) has been implemented at the National Technical Institute for the Deaf (NTID) to study its effectiveness and utility with a hearing-impaired college population. SIGI is composed of six interrelated subsystems: values, location, comparing, predicting, planning, and strategy. Each subsystem has two functions: to organize and dispense information and to teach the decision-making process. In the 3 years SIGI has been in use, different implementation strategies have been tried, including totally independent student interaction, requirement as part of a career decision-making class, and counselor-student use. Each approach has been successful for some students. Four evaluations have been conducted. The first shows positive student and counselor attitudes and the need for a pre-session or concurrent support. The most important finding of the second evaluation is the lack of difference between SIGI and non-SIGI students on their goodness of career decision.'' Some findings from the final two studies are that reading comprehension was the biggest problem and that some jobs that students were interested in were not available. Future plans include a data summary program for SIGI and research on characteristics of students who can satisfactorily use SIGI. (YLB)

ED 223 840 CE 034 378

Shin, Masako T.

Auto Body Repair Technical Terms. English-Thai Lexicon. Introduction to Auto Body Repair. Thai Version. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.

Southern Illinois Univ., Carbondale. School of Technical Careers.

Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date-Jun 82

Contract-R-33-32-J-0542-400

Note-24p.; For related documents see ED 205 781-788 and CE 034 379-385. Translated by Pradit Chatcharhtkoon.

Language-English; Thai

Pub Type- Reference Materials - Vocabularies/Classifications (134) - Guides - Classroom - Learner (051) - Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Education, Adult Vocational Education, *Auto Body Repairers, Bilingual Education, Bilingual Instructional Materials, Competency Based Education, Glossaries, Limited English Speaking, Postsecondary Education, Preservice Teacher Education, *Thai, *Trade and Industrial Education, Vocabulary

This English-Thai lexicon and program introduction for auto body repair is one of eight documents in the Multicultural Competency-Based Vocational/Technical Curricula Series. It is intended for use in postsecondary, adult, and preservice teacher and administrator education. The first two sections provide Thai equivalencies of English auto body repair technical terms and Thai equivalencies of English auto body repair equipment and tools. Section 3 is the Thai version of Introduction to Auto Body Repair.'' The duty-task index is then provided in Thai with major headings also given in English. (YLB)

ED 223 878 CE 034 445

Baran, Nancy H., Ed. Tarrant, Sharon M., Ed.
Your Equipment Dollar, Household International, Prospect Heights, IL. Money Management Inst.
Pub Date-80
Note-38p.; For related documents see CE 034 441-453.
Available from-Money Management Institute, Household International, 2700 Sanders Road, Prospect Heights, IL 60070 ($.75 each; set $5.00; quantity discounts available).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, Consumer Economics, *Consumer Education, *Electrical Appliances, *Money Management, *Purchasing

This booklet on household equipment, 1 in a series of 12, covers all the basic aspects of personal- and family-money management. Suitable for use by high school and college students as well as adults, this handbook offers information to help buyers purchase household equipment that is within their budget. Section 1 discusses managing equipment dollars. Topics include establishing a spending plan, determining methods of payment, checking home facilities, recognizing equipment-safety features, and discussing 10 points to help consumers become more knowledgeable when shopping for household equipment. Section 2 provides buying guides for major kitchen appliances (ranges, refrigerators, freezers, dishwashers, food-waste disposers, and trash compactors), water-softening equipment, water-heating equipment, major laundry appliances (washers and dryers), floor care appliances, and portable electric appliances. In section 3 are tips on using household equipment, appliance services, and safety. (YLB)

ED 223 898 CE 034 519

Liebert, Diane E. Weissman, Carol S.

Support and Advocacy for Vocational Training of Handicapped Postsecondary Adults. Final Performance Report.

Nassau County Board of Cooperative Educational Services, Westbury, N.Y.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date-30 Nov 82

Grant-G008101507

Note-91p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Adults, Adult Vocational Education, Advocacy, *Ancillary School Services, Career Education, Career Planning, Community Services, Counseling Services, Demonstration Programs, *Disabilities, Employment Potential, *Employment Services, Evaluation, Job Placement, Job Skills, *Postsecondary Education, Program Effectiveness, Program Evaluation, Recruitment, Referral, Student Placement, Summative Evaluation, *Vocational Education

A model program was implemented to provide support and advocacy services to handicapped adults for overcoming barriers in obtaining postsecondary vocational training and employment. The formative evaluation included a description of the project's phases and the activities undertaken to meet project objectives. Major activities were recruitment, assessment, and counseling; career support plan and support services; advocacy/support and referral to community services; occupational employability and skills training; and followup support. The summative evaluation utilized an ex post facto group design that compared project participants to handicapped and nonhandicapped persons. All subjects were postsecondary students enrolled in various daytime programs of vocational training at the Nassau County Board of Cooperative Educational Services. Project participants and the nonhandicapped group performed with better skills and had lower dropout rates than the handicapped comparison group. Differences between the two handicapped groups were educationally significant on all criteria: instructor's skill ratings, attendance ratings, dropout rate, completion/continuation rate, and employment. The differences between project participants and the nonhandicapped group were not educationally significant on program or employment criteria. (Four successful case studies are also presented. Materials and instruments from the project are appended.) (YLB)

ED 223 980 CS 006 902

Nicholson, Tom

You Get Lost When You Gotta Blimmin Watch the Damn Words.'' Another Look at Reading in the Junior Secondary School.

Pub Date-Jul 82

Note-18p.; Revised version of a paper presented at the Annual Meeting of the United Kingdom Reading Association (19th, Newcastle upon Tyne, England, July 19-23, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cognitive Processes, *Content Area Reading, Foreign Countries, *Prior Learning, *Reading Difficulties, Reading Instruction, *Reading Research, *Schemata (Cognition), Secondary Education, Student Attitudes

Identifiers-New Zealand, *Reading Strategies

A New Zealand study revealed that many secondary school reading tasks are both complex and potentially confusing for pupils. Researchers joined two classes at the junior high and high school levels, and followed the students to their major content area classes English, math, science, and social studies for two terms. Conversations with the 60 pupils were tape recorded through 300 lessons. The results highlighted some important areas of confusion as well as some of the complex strategies used by pupils to cope with difficulties. The results indicated possible worlds'' confusion, related to schemata, in which pupils interpret a particular word according to their knowledge of it (i.e., alarm as fire alarm instead of fear). Text materials were frequently too difficult for those pupils who did not really understand the content area, and pictures and diagrams were often of no help. The data also indicated that strategies used by students would change depending on the difficulty of the text or task, such as scanning a text for several answers to a question hoping that at least some of them will be correct, or looking for plausible key words without trying to understand the text at all. Low progress readers often misread unfamiliar words, but the major difficulty was that they read too slowly to keep up with classmates, and read much less frequently. These results call for further research in the areas of possible worlds'' interpretations that do not fit the text, instructional activities to increase reading mileage,'' and interviewing techniques to evoke and enhance students' prior knowledge and understanding in content areas. (HTH)

ED 224 060 CS 504 038

Decker, Warren Rainey, Daniel

Media and Terrorism: Toward the Development of an Instrument to Explicate Their Relationship.

Pub Date-Nov 82
Note-23p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Communication Research, Content Analysis, *Mass Media, *Newspapers, *News Reporting, Violence
Identifiers-*Media Role, *Terrorism

A content analysis instrument was developed to help gain better insight into perceptions regarding terrorist violence and its power over mass media and to determine whether media coverage of such incidents encourages subsequent incidents. The first 3 days of coverage of two terrorist events as reported by the New York Times'' and the Washington Post'' were chosen: the 1977 Hanafi Muslim takeover of three buildings in Washington, D.C., and the Black September killings at the 1972 Olympics in Munich, Germany. The inital instrument included a limited number of categories/units, which then yielded a second series of categories, including the number of words devoted to (1) the terrorists' requests for publicity, (2) information about the hostages or victims, (3) loss of property or injuries with such activites, (4) governmental helplessness during the incident, and (5) criticism of media coverage of terrorist activity. In the course of this first phase of the project, the researchers observed that the terrorists were not always assured that their cause would be explained in any detail, or that any sympathetic education of the audience would take place; that the nature of the coverage did not appear even handed or simply informative, but was instead neutral or negative; and that the coverage of a terrorist attack in which lives were lost did not over-sensationalize the situations being reported. (HTH)

ED 224 081 CS 504 065

Gillespie, Patti P., Ed.

Theatre Administration.

Association for Communication Administration, Falls Church, Va.
Pub Date-Jan 83
Note-100p.; Best copy available.
Available from-ACA/Speech Communication Association, 5105 Backlick Rd., Annandale, VA 22003 ($7.00).
Journal Cit-ACA Bulletin; spec iss 43 Jan 1983
Pub Type- Collected Works - Serials (022) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrator Responsibility, *Administrator Role, *Educational Trends, *Evaluation Methods, Futures (of Society), Higher Education, *Program Evaluation, Secondary Education, Teacher Administrator Relationship, *Theater Arts
Identifiers-*Theater Administration

The theme of this special journal issue is theatre administration. The journal is divided into four parts: a short introduction and three major sections on the role of the theatre chair, theatre administration in the 1980's, and evaluating creative work. Among others, topics covered in the issue's 13 articles include (1) the changing nature of the job, (2) the chairperson as change agent, (3) the theatre administrator in the 1980's, (4) retrenchment and revival, (5) evaluating theatrical directors for promotion and tenure, and (6) evaluative criteria for theatre arts in the secondary school. (JL)

ED 224 100 EA 015 181

Proceedings: Oklahoma School Plant Manager's Workshop (4th, Oklahoma City, OK, April 20-21, 1982).

Oklahoma State Dept. of Education, Oklahoma City.
Pub Date-Apr 82
Note-52p.; Also sponsored by the Oklahoma School Plant Manager's Association.
Pub Type- Collected Works - Proceedings (021) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Building Operation, Check Lists, *Educational Facilities, Educational Facilities Design, Educational Facilities Improvement, Elementary Secondary Education, School Business Officials, School Law, *School Maintenance, *School Safety, State Legislation
Identifiers-Arkansas, *Oklahoma, *School Plant Managers

Nineteen addresses given at the 1982 Oklahoma School Plant Manager's Workshop are presented in this document. Following a welcoming speech, an overview of the issues currently facing school plant managers in Oklahoma, and a general address by a representative of the Arkansas Department of Education, the speakers focused on a number of specific issues, including designing safe school facilities, the roles of inspection agencies, school inspection programs, school evacuation plans, school and classroom safety, and the current status of legislation affecting school plant management. Most of the talks are transcribed verbatim, though some are presented in the form of the speakers' outlines. Lists of participants, exhibitors, and door prize winners complete the document. (PGD)

Jongeward, Ray

Effective School Board Meetings. A Manual for Workshop Leaders. Keys to School Boardmanship. A Program of Continuing Education for School Board Members.

Montana School Boards Association, Helena.; National School Boards Association, Washington, D.C.; Northwest Regional Educational Lab., Portland, Oreg.; Washington State School Directors Association, Olympia.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-82

Contract-400-80-0105

Note-162p.; Some pages will not reproduce due to small print of original document. For related documents, see EA 015 201-212. Also contributing to the development of this document were the Idaho School Boards Association, the Oregon School Boards Association, and the Association of Alaska School Boards.

Available from-Publications, National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, DC 20007.

Pub Type- Guides - General (050) - Non-Print Media (100)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Role, *Board of Education Role, Boards of Education, Decision Making, Elementary Secondary Education, Interpersonal Communication, Leaders Guides, Leadership, Legal Responsibility, *Management Development, *Meetings, Program Administration, Program Development, Program Evaluation, Program Implementation, *Workshops

Identifiers-*Board of Education Members, Time Management

The materials in this manual are designed to help workshop leaders prepare for and present a workshop for school board members on improving school board meeting practices for increased effectiveness. Based on successfully used procedures and recent research, the suggestions presented in the workshop are organized under seven headings: the agenda, the roles of the board and the district staff, leadership, decision-making, communication, time management, and the legal requirements of board meetings. The manual consists of six sections: an introduction; three sections on planning, presenting, and evaluating the workshop; a selection of resource materials; and a booklet for workshop participants. The discussion of planning contains information on the focus and scope of the workshop, familiarization with resource materials and equipment, workshop presentation techniques, and suitable grouping of participants. The presentation section includes sequential descriptions of workshop activities in each of the seven topic areas, leader focuses for each activity, and instructions for conducting the activities. The resource materials provided include papers on school board meetings, a discussion of recent research into board meeting effectiveness, and an article on resolving disagreements between board members. Masters from which transparencies for projection at the workshops can be reproduced are also included. (Author/PGD)

Murphy, Ann G.

What's the Fit? Dissemination Processes and Effective Schooling.

Northwest Regional Educational Lab., Portland, OR. Dissemination Support Service.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-Sep 82

Contract-400-80-0105

Note-60p.; Prepared for participants of the Dissemination Support Services Seminar on Effective Schooling and Dissemination Processes (Chicago, IL, October 12-14, 1982).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Attitudes, Change Strategies, *Educational Change, *Educational Improvement, *Educational Innovation, Educational Planning, Educational Research, Elementary Secondary Education, *Information Dissemination, Linking Agents, Models, *Research Utilization

As part of the preseminar materials for participants at a seminar on dissemination processes and effective schooling, the purpose of this document was to help the participants consider issues in the dissemination, utilization, and implementation of research on effective schools. The document comprises a series of quotes, excerpts, statements, models, analogies, metaphors, and questions on a number of issues. Among these issues are information dissemination and utilization, the dissemination practitioner, change strategies, the role of state education agency officials, educational planning, school improvement at the school and individual levels, educational change, the Research and Development Utilization Program, linkage and linking agents, and the technological, political, and cultural perspectives on innovation. A brief listing of additional resources is also attached. (RW)

ED 224 210 EC 150 392

Barringer, Mary-Dean Liesman, Cathy

Stimulating Our Senses: A Summer Enrichment Curriculum of Sensory Experiences for Severely Mentally and Multiply Impaired Students.

Wayne County Intermediate School District, Detroit, Mich.
Pub Date- 82
Note-42p.
Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Lesson Plans, *Multiple Disabilities, Music, *Sensory Experience, *Sensory Training, *Severe Disabilities, Stimulation

Intended for parents and teachers of severely/multiply handicapped children, the booklet reviews ways in which sensory experiences can be used for stimulating development. Thirteen lesson plans are provided, with information on objectives to be stressed, activities and materials. Lessons cover such topics as responding to sensory experiences or to music by demonstrating changes in facial expression or body posture, grasping objects, and visually tracking objects. Sample records and valuation forms are appended. (CL)

ED 224 230 EC 150 613

Suarez, Tanya M. Vandiviere, Patricia

Evaluation: The TADS Experience. Occasional Paper Number 4.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.
Spons Agency-Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
Pub Date-81
Note-76p.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Data Collection, *Demonstration Programs, *Disabilities, Early Childhood Education, *Evaluation Methods, Program Descriptions, Program Development, *Program Evaluation, Records (Forms), *Technical Assistance
Identifiers-*Technical Assistance Development System

The paper considers the issues, decisions, and practices involved in evaluating the Technical Assistance Development System (TADS), a project to provide assistance to demonstration projects and start education agency grantees in the Handicapped Children's Early Education Program. Section 1 considers the focus for the evaluation in terms of its purposes (including providing ongoing feedback regarding the delivery and quality of individual technical assistance services), audiences and their information needs, the nature of the program being evaluated, and implication of the focus for the evaluation design. It is pointed out that the purposes of the evaluation made it necessary that the design include inquiry into four areas the TADS contract, individual technical assistance services, all other services provided by TADS, and topics about which the staff wish to know more. The evaluation design is explained in aother section. Considered are the evaluation questions and criteria, the inquiry approach, data collection procedures, data analysis procedures, and reporting. Finally, the organization, constraints, and supports of the evaluation are discussed. Appended materials include forms summarizing technical assistance services, needs assessment and evaluation instruments, and a TADS end of year survey form. (SW)

ED 224 251 EC 150 637

The Infant Symposium: Educating Young Handicapped Children: Proceedings (Baltimore, Maryland, August 13-14, 1981).

Johns Hopkins Univ., Baltimore, Md. Dept. of Education.; Maryland State Dept. of Education, Baltimore. Office of Special Education.

Spons Agency-Special Education Programs (ED/OSERS), Washington, DC.

Pub Date-Aug 81

Contract-300-80-0718

Grant-G008101600

Note-110p.

Pub Type- Collected Works - Proceedings (021) - Information Analyses (070) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Disabilities, *Handicap Identification, *Infants, Interdisciplinary Approach, *Intervention, *Medical Services, Parent Participation, *Parent School Relationship, Program Administration, Program Development, Student Evaluation, Trend Analysis

Six presentations and a discussion summary are included from a 1981 symposium on educating handicapped infants. N. Johnson, Assessment in Infant Education: Paradigms and Problems,'' notes shortcomings in current assessment approaches and addresses the importance of diagnosis, identification of educational goals, and evaluation of child progress and program effectiveness. K. Jens proposes in Alternative Stragegies for Assessing Development in Young Handicapped Children'' to provide a list of developmental markers that are valid, reliable and capable of assessing students for whom traditional measures are inappropriate. Obstacles to staff-parent partnership are identified, and suggestions for enhancing that relationship are given by A. Honig in Working in Partnership with Parents of Handicapped Infants.'' L. Phillips provides an administrator's perspective in Administering Programs for Handicapped Children from Birth through Three,'' while D. Whitehouse provides a physician's view in Medical Implications of Early Recognition.'' Whitehouse covers the neurological examination and lists high risk behavioral patterns. A summary of symposium discussions addresses such issues as program support in times of budgetary problems, transportation, and efforts to identify and follow up at-risk children. A final paper by D. Walker reviews Trends in Education for Handicapped Children from Birth to Age Five,'' including increased awareness that collaboration must take place at many levels, and of arrangements for cost sharing at state, local and federal levels. (CL)

ED 223 939 CG 016 348

Anderson, Craig A.

The Effects of Creating Behavioral Scripts on Personal Intentions.

Pub Date-May 82

Note-35p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (54th, Minneapolis, MN, May 6-8, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Patterns, Behavior Theories, Cognitive Objectives, *Cognitive Processes, College Students, *Expectation, Higher Education, *Imagination, Memory, Visualization

Identifiers-*Intention

People daydream, plan, and anticipate. They think frequently about their own actual or potential behaviors, and create behavioral scenarios (or scripts) in which they are the main character. To investigate the relationship between thinking about a behavior and one's expectancies or intentions to perform that behavior, subjects (N 93) in Experiment 1 were induced to imagine six different behavioral scenarios, and to sketch out the scenario in cartoon form. The instructors asked 30 subjects to imagine and sketch themselves as the main character, 33 subjects to imagine and sketch their best friend, and 30 subjects to imagine and sketch a person they knew and disliked. If intentions are based on the relative availability of appropriate behavioral scripts, then it was hypothesized that intentions should change in the direction of imagined and drawn cartoon scripts, but only for subjects who drew themselves as the main character. Results suggest that thinking about a course of action creating a self-referent behavioral scenario or script can produce intention changes in the direction that is being imagined. Subjects, in essence, created salient behavioral scripts. In Experiment 2, subjects (N 21), repeated Experiment 1 to verify results, and then behavioral intentions were assessed 3 days after the cartoon task to see if initial changes persisted across time. Results of Experiment 2 replicated results of Experiment 1, and the magnitude of the induced changes appeared undiminished after a 3-day period. (PAS)

Language Arts Curriculum Guide, Third Grade.
Norman Independent School District 29, Okla.
Pub Date-Aug 81
Note-243p.
Available from-Norman Public Schools Curriculum Dept., 131 South Flood, Norman, OK 73069 ($25.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Behavioral Objectives, Curriculum Guides, Educational Resources, English Curriculum, Grade 3, *Grammar, *Language Arts, Learning Activities, *Listening Skills, Primary Education, *Reading Instruction, *Speech Skills, *Writing Instruction

Intended to enhance the quality of language arts instruction in the third grade, this curriculum guide defines objectives, lists some basic resources, and offers suggested teaching activities. The five strands covered include language and grammar, listening, speaking, reading, and writing. An articulation chart at the beginning of the guide categorizes objectives within each strand as introduction, major objective, reinforcement and extension, or continued reinforcement. The categories for each objective are arranged across grade levels for grades one through five. The rest of the guide is sectioned according to strand and lists objectives with accompanying resources, activities, and notes. Appendixes include a key to abbreviations and a bibliography of teaching aids. (HOD)

ED 224 289 FL 013 258

Tarjan, Theresia And Others

German Immersion Program: Second Grade Language Arts Curriculum.

Milwaukee Public Schools, Wis.
Pub Date- 81
Note-330p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC14 Plus Postage.
Descriptors-*Fles, *German, *Grade 2, *Immersion Programs, Instructional Materials, *Language Arts, Learning Activities, Primary Education, Second Language Instruction, Vocabulary Development

Materials for use in the second grade language arts curriculum of Milwaukee's Multi-Language School German immersion program were compiled. The materials include worksheets and exercises that develop German vocabulary and grammar through such activities as coloring, drawing illustrations, categorizing words, filling in blanks, spelling, forming sentences, and writing stories. Each sheet is keyed to a list of intended activities. Such vocabulary items as colors, animals, the calendar, and occupations and such grammar points as nouns, verbs, singular/plural, and compound words are covered. (RW)

ED 223 859 CE 034 408

Fournier, Rose Marie Ettel

Educational Brokering: The Women's Resources Centre Experience. Occasional Papers in Continuing Education, Number 21.

British Columbia Univ., Vancouver. Centre for Continuing Education.
Pub Date-Sep 82
Note-39p.
Available from-Centre for Continuing Education, University of British Columbia, Vancouver, BC, Canada V6T 2A4 ($3.00).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Access to Education, Adult Education, Career Counseling, Career Planning, *Counseling Services, *Disadvantaged, Educational Counseling, *Employment Opportunities, *Females, Foreign Countries, Outcomes of Education, Program Effectiveness, Questionnaires, Surveys
Identifiers-British Columbia (Vancouver)

A client-reaction study examined the effectiveness of the Women's Resources Centre in Vancouver in facilitating clients' access to educational and vocational opportunities. The focus of the study was on the extent to which the center attracts women who are disadvantaged and on the results of clients' associations with the center. After analyzing data from 66 completed questionnaires and 27 personal interviews, researchers determined that client satisfaction with center services was moderately high. While 78 percent of clients visiting the center sought vocational guidance, 39 percent sought counseling aimed at changing their lifestyles and another 16 percent asked for educational counseling. Definite action was taken by 73 percent of the center clients and an additional 16 percent reported plans underway or general life improvements. Recommendations called for determining whether the center is serving a broad cross-section of the women in greater Vancouver; directing more services toward clients whose lives are in some sort of transition; expanding center hours, providing for greater staff/client interaction, and expanding information and referral services; and retaining the peer-counseling model, offering a drop-in service, and increasing services pertaining to the financial aspects of career and lifestyle planning. (MN)

ED 223 961 CG 016 370

Kahn, Diane Grossman

Daughters Comment on the Lessons of Their Mothers' Lives. Bunting Institute Working Paper.

Radcliffe Coll., Cambridge, MA. Mary Ingraham Bunting Inst.

Pub Date-80

Note-35p.; For related document, see CG 016 369.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Career Development, College Students, *Daughters, Family Life, Higher Education, Life Style, *Mother Attitudes, *Mothers, Parent Child Relationship, *Parent Influence, *Role Models, *Sex Role, Social Environment

Recent rapid changes in the expectations for women make a literal imitation of one's mother's life increasingly less likely to occur. To explore the process by which the experience of observing their mother's lives becomes a source of their own choices in young adulthood, female junior and senior college students (N 114) responded to an eight-point scale about their preferred lifestyle for the future and wrote open-ended descriptions of their mothers. Three groups of 12 women each were looked at in depth: the most traditional, the most careerist, and a median group. These women participated in a semi-structured interview designed to pursue their responses to models and other sex-role influences. Results indicated that most participants decided that the rewards of imitating their mothers' life patterns were insufficient. The findings suggest that a young woman's assumption as to whether or not career and family are compatible is heavily influenced by the myths and messages in the family of origin and that the example of the mother's life can persuade that marriage and career are compatible, or that a choice must be made between them because of the conviction that family life exists at the expense of the mother. (PAS)

ED 224 000 CS 006 929

Toms-Bronowski, Susan

An Investigation of the Effectiveness of Semantic Mapping and Semantic Feature Analysis with Intermediate Grade Level Children. Program Report 83-3.

Wisconsin Center for Education Research, Madison.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Nov 82
Grant-NIE-G-81-0009
Note-145p.; Report from the Program on Student Diversity and Classroom Processes: Skill Development Language Arts. Figures 3 and 5 may be marginally legible. Some figures may not reproduce.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Componential Analysis, *Context Clues, Definitions, *Distinctive Features (Language), Intermediate Grades, *Reading Research, Semantics, *Teaching Methods, *Vocabulary Development
Identifiers-*Semantic Features, *Semantic Mapping

A study compared the instructional strategies of semantic mapping and semantic feature analysis with a traditional contextual approach for vocabulary acquisition. Subjects, 36 fourth, fifth, and six grade classes, were taught a set of 15 target words in each of the three instructional conditions for each of 3 weeks. Classes were assessed at the end of each week with three tests designed to measure word knowledge in a manner reflecting each teaching strategy. All classes were also tested on all 45 target words at the end of the fourth week of the study with a comprehensive test that required recognition of a direct general definition. Results indicated that both semantic feature analysis and semantic mapping were more effective than context for general vocabulary acquisition, with semantic feature analysis groups performing at higher percentage levels on more target words than did either of the other groups on the comprehensive test. Context treatment groups significantly outperformed the other treatment groups on the test that reflected their treatment. These results indicated that the two strategies that rely on categorization of concepts as influenced by students' prior knowledge bases do positively affect vocabulary acquisition. The type of test format utilized to assess word knowledge also influences student performance. (Author/JL)

ED 224 021 CS 207 261

Donlan, Dan

Research on Staff Development: The Inland Area Writing Project.

Pub Date-Nov 82
Note-11p.; Paper presented at the Annual Meeting of the California Reading Association (16th, San Diego, CA, November 4-6, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *English Teacher Education, *Inservice Teacher Education, Professional Development, *Program Evaluation, *Staff Development, Teacher Attitudes, *Writing Instruction
Identifiers-*Inland Area Writing Project, *Writing Projects

Modeled after the Bay Area Writing Project, the Inland Area Writing Project has for the past 6 years identified exemplary teachers of writing and trained them to be teacher/consultants who can plan and implement their own staff development programs in the teaching of writing. The training program consists of an intensive 5-week summer workshop and a subsequent September-through-June followup that assists the new consultants as they schedule, plan, implement, and evaluate their staff development presentations. In 1977, a pilot study of the project's first year revealed a number of concerns, both among the participants and among the project coordinators. They questioned whether the summer session should be less participant centered and more syllabus directed. They wondered whether more experienced teachers needed the same kind of program as did less-experienced teachers, and they questioned whether all participants became effective consultants by merely attending the summer workshop. These concerns formed the basis for further research conducted during the next 5 years. Results from these studies suggested that teachers did benefit from development programs that focused on their needs and desires; teachers with more experience had more positive attitudes toward staff development than did teachers with fewer years of experience; teachers with internal locus of control had more positive attitudes than did teachers with external locus of control; and instructional techniques, such as role-playing, had little or no effect on teacher perceptions of themselves as consultants. (HOD)

ED 224 135 EA 015 221

Odden, Allan Dougherty, Van

State Programs of School Improvement: A 50-State Survey.

Education Commission of the States, Denver, Colo. Education Programs Div.
Spons Agency-Ford Foundation, New York, N.Y.
Report No.-ECS-R-182-3
Pub Date-Aug 82
Note-52p.
Available from-Publications Desk, Education Commission of the States, Suite 300, 1860 Lincoln Street, Denver, CO 80295 ($3.00).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Basic Skills, *Educational Improvement, Educational Innovation, Educational Policy, *Educational Quality, Elementary Secondary Education, Management Development, School Based Management, School Effectiveness, *State School District Relationship, State Surveys, Teacher Improvement

A wide variety of low cost, innovative, and successful school improvement activities have been initiated at both state and local levels in the past few years. This document highlights many of the state-level activities by presenting the results of a 50-state survey conducted in May and June 1982. Two tables provide a brief overview, followed by short sections that describe the activities in each state. These diverse strategies share three general characteristics: (1) the school is the unit of educational improvement; (2) clear academic goals are focused on the basic skills, and the instructional program is directly related to those goals; and (3) student-level data are used for individual feedback to students and for modification of the instructional program. Frequently cited strategies include improving the capabilities of teachers and administrators; dissemination/adoption assistance; incorporation of the effective teaching and effective schools research into the substance of a state's improvement efforts; and provision of technical assistance from state education departments, usually through regional or intermediate service units. (Author/MLF)

ED 224 152 EA 015 244

Sherman, Joel D.

Public Finance of Private Schools: Observations from Abroad.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-IFG-TTC-4

Pub Date-Mar 82
Grant-OB-NIE-G-80-0111
Note-26p.; Prepared for the Tuition Tax Credit Seminar (Washington, DC, October 22, 1981).
Available from-Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 ($1.00).
Pub Type- Reports - Descriptive (141) - Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis, Elementary Secondary Education, *Federal Aid, *Foreign Countries, Government Role, *Private School Aid, Program Descriptions, *State Aid
Identifiers-*Australia, Canada, Germany, Netherlands

An overview of several countries' experiences in financing private elementary and secondary education is provided in this paper. The first section presents some general observations about government finance of private schools. These observations are drawn from experience in Australia, Canada, the Federal Republic of Germany, and the Netherlands. The second section examines finance arrangements in Australia, which has instituted financial aid to private schools gradually over the last 30 years. This section describes the evolution of Commonwealth funding arrangements, outlines the structure of current Commonwealth aid programs and policies, and assesses the possible implications of the Australian experience in financing private education for the United States. Such implications include the recommendation that an aid program should not benefit only private schools but should be part of a package benefiting public schools also. It is also recommended that a slow evolutionary approach to government funding of private schools be taken. (Author/JM)

ED 224 310 FL 013 345

Voght, Goeffrey M.

One Model for the Commercial-Spanish Curriculum.

Pub Date-82

Note-12p.; Paper presented at the Eastern Michigan University Conference on Spanish for Bilingual Careers in Business (Ypsilanti, MI, March 18-20, 1982).

Available from-Not available separately; see FL 013 333.

Pub Type- Speeches/Meeting Papers ~~(150) - Reports - Descriptive (141)~~

Document Not Available from EDRS.

Descriptors-Business, *Business Communication, Business Correspondence, College Curriculum, *College Second Language Programs, Course Content, Foreign Language Periodicals, Higher Education, Instructional Materials, *Languages for Special Purposes, *Spanish, Vocabulary

Identifiers-Eastern Michigan University

The degree requirements and course components for business Spanish at Eastern Michigan University's Language and International Trade program are described. The bachelors and masters programs in language and international trade have three components in each of three languages: business, language, and cooperative education work experience. In addition, a separate undergraduate major and minor in business Spanish is offered. A sequence of six business Spanish courses offers two courses each at the junior, senior, and graduate levels. Prerequisites are met during the first 2 years in regular Spanish courses. The business Spanish courses cover commercial correspondence and documents, Spanish articles on business related topics, and vocabulary related to operational areas of business administration. The instructional materials and their sources are described. The materials include textbooks on Spanish correspondence, a Spanish adaptation of a business text, one of the few available commercial Spanish texts, articles from foreign periodicals, and Spanish-to-Spanish dictionaries. (RW)

ED 223 879 CE 034 446

Baran, Nancy H., Ed. Law, Jean L., Ed.
Your Automobile Dollar, Household International, Prospect Heights, IL. Money Management Inst.
Pub Date-79
Note-43p.; For related documents see CE 034 441-453.
Available from-Money Management Institute, Household International, 2700 Sanders Road, Prospect Heights, IL 60070 ($.75 each; set $5.00; quantity discounts available).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, Consumer Economics, *Consumer Education, *Maintenance, *Money Management, *Motor Vehicles, *Purchasing

This booklet on automobile purchasing and maintenance, 1 in a series of 12, covers all the basic aspects of personal- and family-money management. Suitable for use by high school and college students as well as adults, this handbook discusses buying, maintaining, and operating cars. Section 1 discusses managing automobile dollars. Topics include transportation options, need for a car, car maintenance expenses, renting or leasing automobiles, and selling or trading one's present automobile. Section 2 presents factors to consider in choosing the kinds of cars to buy, including car sizes, body types, foreign or domestic makes, and automobile options. Section 3 focuses on methods of payment, insurance, and buying new cars in comparison to buying used ones. Suggestions are made in section 4 for lowering automotive costs through proper maintenance, operation, servicing, and repairs. The final section examines current changes in the automotive field: reduction in energy consumption, environmental protection, and safety. A list of organizations, books, and pamphlets is provided. (YLB)

ED 223 918 CG 016 320

Neimeyer, Greg J. Gonzales, Michael

Duration, Satisfaction, and Perceived Effectiveness of Cross-Cultural Counseling.

Pub Date-Aug 82

Note-24p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students, *Counseling Effectiveness, *Counselor Characteristics, *Counselor Client Relationship, Counselors, *Cross Cultural Studies, Higher Education, *Participant Satisfaction, *Racial Differences

Identifiers-*Termination of Therapy

It is generally acknowledged that racial groups differ in their values, beliefs and behaviors as well as counseling needs, but evidence is mixed as to the effects of racial differences in the counseling process. A sample of 70 clients participated in a study to examine the differences in the duration, satisfaction, and effectiveness resulting from combinations of white and nonwhite counselors and clients. Results indicated that white counselors provided fewer sessions and that nonwhite clients expressed lower levels of overall satisfaction with counseling regardless of counselor race. No differences in counseling effectiveness were observed. White clients seeing white counselors attributed their change more to counseling than to other outside factors. The results suggest that racial factors may be associated with the duration, satisfaction, and attribution of perceived change in counseling, but not with perceived effectiveness. (Author/JAC)

ED 224 082 CS 504 066

Pearson, Judy C.

The Influence of Student Gender on Grading in the Basic Performance and Nonperformance Communication Courses.

Pub Date-Nov 82

Note-21p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students, Communication Research, Comparative Analysis, Females, *Grading, Higher Education, Males, *Sex Differences, *Speech Communication, *Speech Curriculum

A study examined the grading patterns in basic public speaking and communication courses. It was hypothesized that female students would receive higher grades in basic performance and nonperformance communication courses than would male students. The grades for one academic quarter in two nonperformance communication courses and one public speaking course were examined, for a total of 554 male and 466 female grades. The results indicated that females received higher grades than did males, regardless of the course in which they were enrolled. Women received an average grade between B'' and B-'' in the three courses while men received an average grade between B-'' and C .'' The differences in grades yields a number of observations. The grades appear to be highest in the public speaking performance course, most sections of which were taught by graduate teaching assistants rather than by fulltime faculty. While earlier studies suggested that women might be more competent communicators than men and thus receive higher grades, this explanation is weakened by these results, unless the explanation is broadened to suggest that women are also better at discriminating between testable and extraneous lecture information. However, the notion of compliance that women receive higher grades because they are more willing to play by the rules'' of a particular course is strengthened by the study. (HTH)

ED 224 101 EA 015 186

Bass, Gerald R.

Description of a Model Geographical Isolation Factor.

Pub Date-80

Note-16p.; For related documents, see EA 015 187-188. An excerpt from Enactment and Impact of Geographical Isolation Factors in Public School Revenue Legislation in Three Selected States,'' doctoral dissertation, University of North Dakota.

Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, Enrollment, Finance Reform, Foundation Programs, *Geographic Location, *Rural Schools, School Districts, *School Location, *Small Schools, *State Aid

Identifiers-*Isolation (Geographic), State Aid Formulas

The inclusion of a geographical isolation factor in a state's distribution formula for foundation aid is a mechanism for providing additional revenue to small schools or school districts that, because of geographical location, cannot be consolidated into more efficient units. This paper presents a model geographical isolation factor that could be adjusted to meet the unique needs of any state with small, isolated schools. The proposed size criterion would extend eligibility for the geographical isolation classification to those elementary and secondary schools having fewer than 150 students in average daily membership. The proposed isolation criterion classifies a school as geographically isolated if it is 10 or more miles from the nearest school of the same level. Revenue entitlements to geographically isolated schools are to be determined on the basis of allowable teacher units, which are dependent on school enrollment and level. A conversion feature allows the entitlement to be computed by weighted pupil units in addition to teacher units. These pages were extracted from a larger work on geographical isolation. (Author/JM)

ED 224 211 EC 150 393

O'Donnell, J. P. And Others

Neuropsychological Test Findings in Normal, Learning-Disabled and Brain-Damaged Young Adults.

Pub Date-May 82
Note-16p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Minneapolis, MN, May 6-8, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cognitive Processes, *Learning Disabilities, *Neurological Impairments, *Neurology, *Profiles, *Scores, Young Adults
Identifiers-*Halstead Reitan Neuropsychological Tests

The study compared the Halstead-Reitan (H-R) neuropsychological test profiles of 25 normal, 47 learning disabled (LD) and 20 brain damaged (BD) young adults. Multivariate analyses indicated that the H-R battery could differentiate these groups beyond chance expectancy and that the neuropsychological deficits in LD performance are intermediate in severity between normals and BD. In an investigation of subtypes of LD based upon their neuropsychological test performance, multivariate analyses suggested that LD young adults can be subdivided into those with mild (low LD) and those with more noticeable (high LD) cerebral dysfunctioning. Measures of mental flexibility seemed most sensitive to normal-low LD group differences. Further, there were significant differences in the performance of normal, low LD, high LD and BD groups on the Rey Auditory-Vocal Learning Tests. Differences were due to qualitative differences in information processing. (Author/CL)

ED 223 783 CE 033 871

Losh, Charles

Automobile Mechanic Training Evaluation Project (AMTEP) Final Report.

Southern Association of Colleges and Schools, Atlanta, Ga. Commission on Occupational Education Institutions.

Spons Agency-Motor Vehicle Manufacturers Association of the U.S., Inc., Detroit, Mich.

Pub Date-Jul 81

Note-476p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC20 Plus Postage.

Descriptors-Academic Standards, *Auto Mechanics, Competence, *Evaluation Criteria, Field Tests, Job Skills, *Job Training, *Minimum Competencies, Program Effectiveness, Program Evaluation, Program Guides, Questionnaires, Secondary Education, *Standards, Surveys, *Vocational Education

A project was undertaken to identify, develop, and validate those performance, program, and personal standards judged necessary to operate and evaluate a quality automobile mechanic/technician training program. Included among the project activities were the following: (1) a review of existing literature on performance and program standards; (2) development of a set of program standards and related evaluation material for on-site program review; and (3) validation of the evaluation materials in a pilot test conducted at 32 sites nationwide. These activities resulted in a number of products, including an automobile mechanic/technician training manual on program standards, an automobile mechanic/technician training program guide on evaluation, an automobile mechanic/technician self-study guide, a report of entry-level employee characteristics important to employers of automobile mechanics/technicians, a task list with performance standards, a tool list, and a structural guide for automobile mechanic/technician training programs. Recommendations called for use of the project-developed materials and procedures to assess, certify, and improve the quality of automobile mechanic/technician training programs. (Appended to the report are the above-mentioned products as well as the survey instruments and results.) (MN)

ED 223 802 CE 034 234

Hawkins, Nancy Malloy

Word Processing. Kit No. 202. Instructor's Manual South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-82
Grant-SC-5058-76-I-211-0330
Note-28p.; For related documents see CE 034 351-353.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavioral Objectives, Employment Opportunities, Job Skills, Labor Market, Learning Activities, *Office Machines, *Office Occupations, *Office Occupations Education, Programed Instructional Materials, Secondary Education, *Vocational Education, *Word Processing

This student activity kit consists of a programmed, self-instructional learning guide and an accompanying instructor's manual. Provided in the student guide are materials dealing with the following topics: word processing careers, local job demands for word processing workers, the history of word processing, work production, electronic typewriters, and planning a 4-year course of study for a business education program. Each section of the guide contains an instructional objective, programmed text, and a checkpoint. Included in the teacher's manual are the following: suggestions for implementing the activities, goals, and instructional objectives; an answer key to the lesson's six checkpoint activities; and duplicating masters of a view fact sheet and six checkpoint activities. (MN)

ED 223 822 CE 034 335

Journal of Human Services Abstracts. Volume 7, Number 4, October 1982.
Aspen Systems Corp., Germantown, Md.
Spons Agency-Department of Health and Human Services, Rockville, Md. Project Share.
Pub Date-Oct 82
Contract-HHS-100-81-0052
Note-143p.; For a list of related documents see ED 218 502.
Journal Cit-Journal of Human Services Abstracts; v7 n4 Oct 1982
Pub Type- Collected Works - Serials (022) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Abstracts, *Administration, Annotated Bibliographies, *Community Services, Counseling Services, Data Processing, Day Care, *Delivery Systems, Disabilities, Employment Services, Health Services, *Human Services, Information Sources, Mental Health Programs, Needs Assessment, Older Adults, Personnel Management, *Planning, Program Descriptions, Program Development, Vocational Education, Vocational Rehabilitation, Volunteers
Identifiers-*Project SHARE

This journal provides abstracts of 150 documents included in the data base of Project SHARE, a national clearinghouse for improving the management of human services. These documents are on subjects of concern, interest, and importance to those responsible for the planning, management, and delivery of human services. Abstracts, arranged in alphabetical order by author, include this information: title, publication date, number of pages, order number, availability, and a summary of content. Other parts of the journal are an alphabetical list of corporate authors, an alphabetical list of document titles, and a subject index. The index is a guide to the abstracts by specific subject category with cross-references from synonyms to preferred terms. This issue also contains lists of documents, in alphabetical order by title, in the January, April, and July 1982 journals. The 1982 cumulative (subject) index is also provided. (YLB)

ED 223 841 CE 034 379

Shin, Masako T.

Automotive Mechanics Technical Terms. English-Thai Lexicon. Introduction to Automotive Mechanics. Thai Version. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.

Southern Illinois Univ., Carbondale. School of Technical Careers.

Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date-Jun 82

Contract-R-33-32-J-0542-400

Note-44p.; For related documents see ED 205 781-788 and CE 034 378-385. Translated by Pradit Chatcharhtkoon.

Language-English; Thai

Pub Type- Reference Materials - Vocabularies/Classifications (134) - Guides - Classroom - Learner (051) - Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Education, Adult Vocational Education, *Auto Mechanics, Bilingual Education, Bilingual Instructional Materials, Competency Based Education, Glossaries, Limited English Speaking, Postsecondary Education, Preservice Teacher Education, *Thai, *Trade and Industrial Education, Vocabulary

This English-Thai lexicon and program introduction for automotive mechanics is one of eight documents in the Multicultural Competency-Based Vocational/Technical Curricula Series. It is intended for use in postsecondary, adult, and preservice teacher and administrator education. The first two sections provide Thai equivalencies of English automotive mechanics technical terms and Thai equivalencies of English automotive mechanics equipment and tools. Section 3 is the Thai version of Introduction to Automotive Mechanics.'' The duty-task index is then provided in Thai with major headings also given in English. (YLB)

ED 224 041 CS 207 283

Language Arts Curriculum Guide, Fourth Grade.

Norman Independent School District 29, Okla.

Pub Date-Aug 81

Note-291p.

Available from-Norman Public Schools Curriculum Dept., 131 South Flood, Norman, OK 73069 ($25.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-Behavioral Objectives, Curriculum Guides, Educational Resources, English Curriculum, Grade 4, *Grammar, Intermediate Grades, *Language Arts, Learning Activities, *Listening Skills, *Reading Instruction, *Speech Skills, *Writing Instruction

Intended to enhance the quality of language arts instruction in the fourth grade, this curriculum guide defines objectives, lists some basic resources, and offers suggested teaching activities. The five strands covered include language and grammar, listening, speaking, reading, and writing. An articulation chart at the beginning of the guide categorizes objectives within each strand as introduction, major objective, reinforcement and extension, or continued reinforcement. The categories for each objective are arranged across grade levels for grades one through five. The rest of the guide is sectioned according to strand and lists objectives with accompanying resources, activities, and notes. Appendixes include a key to abbreviations and a bibliography of teaching aids. (HOD)

ED 224 061 CS 504 039

Hughey, Jim D.

Predictive Accuracy and Communicative Responsiveness: Outcomes of an Interpersonal Communication Course.

Pub Date-Nov 82

Note-34p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Communication Research, *Communication Skills, Higher Education, *Interpersonal Communication, *Interpersonal Relationship, *Prediction, *Responses, Sex Differences, Speech Instruction

Identifiers-*Flexible Response (Communication)

A study examined the relationship between changes in a person's mode of responsiveness during an interpersonal communication course and his or her ability to predict the behavior of others. First an instrument to identify flexible-responsive individuals was developed. Over a period of 7 years, 163 subjects, undergraduates in a beginning interpersonal communication course, completed all phases of the project. Analysis of flexible-response scores at the beginning and end of the course indicated that the students did become significantly more flexible-responsive. Although each measure of predictive accuracy was significantly related to one or more of the independent variables, the magnitude of the relationship was low. Still, these results do provide empirical support for a connection between communication behavior and ability to predict the behavior of others. Theoretical reasons for this connection include (1) the premise that communication is the primary method people use to come to know each other, (2) insights from communication theory that stress appropriate behaviors and interpersonal perception, and (3) the relationship between a person's general sensitivity to people and predictive skill. These results also support the notion that interpersonal communication courses can have measureable outcomes. Finally, the sex of the predictor does not make a difference, but the sex makeup of the dyad does appear to influence forecasting ability. (Tables of results are included.) (JL)

ED 224 170 EA 015 289

Cotton, Kathleen Savard, William G.

Student Discipline and Motivation. Research Synthesis.

Northwest Regional Educational Lab., Portland, Oreg.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Apr 82
Contract-400-80-0105
Note-103p.; Some charts may not reproduce due to small print of original document.
Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Annotated Bibliographies, Classroom Environment, *Classroom Techniques, *Discipline, Discipline Policy, Elementary Secondary Education, Program Effectiveness, Punishment, Rewards, Social Reinforcement, *Student Motivation, Success, Teacher Effectiveness

A review of 31 research documents found 26 of them relevant to the topic of student discipline and motivation. Variables studied in the 26 documents include time-on-task, achievement, disruptions, student attitudes and self-concept, absenteeism, disciplinary referral, detention, suspension, and expulsion. Among the review's findings are that effective classroom management involves a high degree of structure, clear and consistently enforced rules, and teacher monitoring and feedback; that behavioral and motivational improvement secured through material rewards is not as permanent as that achieved by social means; that student academic success will improve motivation and discipline; and that effective punishment should be commensurate with the offense and accompanied by support and assistance. Eight recommendations are made, including inservice and preservice training of school personnel in effective practices, use of formal and informal social reinforcements, and instruction of students in appropriate behavior. Attached to the review are a table profiling 12 effective programs and their educational levels, major goals and features, evidence of effectiveness, and sources of further information; listings of the supportive, nonsupportive, and inconclusive research documents on five hypotheses; and 31 item reports'' giving data on each document reviewed and its relevance, quality, findings, and conclusions. (Author/RW)

Graden, Janet And Others

Instructional Ecology and Academic Responding Time for Students at Three Levels of Teacher-Perceived Behavioral Competence.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Report No.-IRLD-RR-73
Pub Date-Apr 82
Contract-300-80-0622
Note-108p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Academic Achievement, *Behavior Problems, *Classroom Observation Techniques, Competence, Elementary Education, Teaching Methods, *Time Factors (Learning), *Time on Task

Thirty third and fourth grade students were observed over two entire school days to examine the nature of instruction and academic responding time for students of high, middle, and low teacher-perceived behavioral competence. Across all groups, it was found that students spent about 45 minutes in a typical school day actively engaged in academic responding. Comparisons between groups revealed that while the nature of instruction was similar for students regardless of behavioral competence, students in the lower behavioral competence group spent more time engaged in inappropriate behaviors and received more teacher disapproval. No differences were found in total academic responding time for high, middle, and low behavioral competence students. Findings related to the breakdown of time in a typical school day, variability among students, the relationship between student responding time and achievement, and the relationship between behavioral and academic competence also are presented. Implications of findings for understanding the classroom ecology for students exhibiting behavior problems are discussed. The Code for Instructional Structure and Student Academic Response'' observation system is appended. (Author/DB)

Silence, Judith O.
A Career for the Physically Handicapped Computer Programmer.
Purdue Univ., Indianapolis, IN. School of Engineering and Technology.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date- 81
Note-5p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Career Exploration, College Programs, *Computer Assisted Instruction, *Computer Science Education, High Schools, *Physical Disabilities, Program Descriptions, Programing

The Purdue School of Engineering and Technology (Indianapolis, Indiana) sponsored a career exploration program for physically handicapped high school students. Each group of students spent three mornings in one of four engineering and technology areas. In the computer section, half the time was spent in the classroom discussing such topics as what computers do, what they look like, the three basic steps in computing, the program development cycle, and the BASIC programing language. The rest of the time was spent in a computer laboratory working on assignments using terminals. Assignments included playing games, learning the BASIC language through computer assisted instruction, entering a program, running a program, and modifying a program. All students were successful in playing computer games and completing the BASIC computer assisted instruction. Some students showed insight into understanding computer logic. On the terminals, students worked independently most of the time, concentrated on their assignments, ano seemed to enjoy what they were doing. (Author)

ED 224 290 FL 013 275

Santana, Raymond A. Nava

Legal Theory in Support of Bilingual Education.

Pub Date-82

Note-39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 22, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Bilingual Education, Civil Rights, *Educational Policy, Elementary Secondary Education, *Federal Legislation, *Limited English Speaking, Minority Groups, Social Discrimination, *State Legislation

Identifiers-Brown v Board of Education, Lau v Nichols

A review of the national and state legislation dealing with bilingual education is presented in the context of an introductory history of the bilingual movement in the United States. This history falls into two periods; the first from 1840-1920, and the second from 1960 to the present. The goal of bilingual education, to teach English without sacrificing the home language and culture, is the backdrop for the examination of the laws governing it. First, federal bilingual policy mechanisms are examined from the initial constitutional mandate resulting from the Brown v. Board of Education case to action of the Reagan administration in 1981 withdrawing proposed Lau regulations. In each case the legislation is criticized in terms of its impact on equal educational opportunity for limited English speaking minority children. Following this section, the response of the Los Angeles Unified School District to the 1974 Supreme Court decision in the Lau case is presented and an outline of major deficiencies existing in Los Angeles as of 1980 are discussed. A fourth section describes California's bilingual/bicultural education program and the policy mechanisms that support it. The final section is a review of court actions in Los Angeles and Judge Egly's orders in 1980 on proposed programs for segregated and racially isolated minority schools. (AMH)

ED 223 940 CG 016 349

Eagly, Alice H. And Others

Gender and Social Roles: A Distributional Theory of Gender Stereotypes.

Pub Date-Aug 82
Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, Employees, *Females, Homemakers, *Males, Power Structure, *Sex Differences, *Sex Role, *Sex Stereotypes, *Social Attitudes, Socioeconomic Status

In applying a social structural analysis of stereotyping to people's beliefs about gender, two issues must be confronted: (1) What is the content of stereotypes about men and women? and (2) What are the major differences in the ways that men and women are distributed into social roles? In part, the distribution of females and males into social roles in society explains why women are oriented to expressive (social-emotional) goals and men are oriented to instrumental (task-oriented) goals. To account for the expressive and instrumental aspects of gender stereotypes in terms of sex differences in status, it was hypothesized that those who are higher in hierarchies of status and authority are perceived to be less expressive and more instrumental than those who have lower status positions. It was also hypothesized that the differences people perceive between homemakers and employees parallel the stereotypic differences between men and women. Several experiments, similar in design, were carried out to test these hypotheses. In each experiment subjects read a description of a female or male stimulus person and rated her/him on 18 gender-stereotypic personality attributes. Results of all experiments provided strong support for the social structural analysis of gender stereotypes: the stereotype of male instrumentality and female expressiveness reflected the belief that women and men were differently distributed into homemaker and employee roles. Findings of this research suggest that those sex differences most salient in stereotypes about gender stem from the differing roles women and men play in daily life. (PAS)

ED 223 981 CS 006 904

Anderson, Linda M. And Others

Principles of Small-Group Instruction in Elementary Reading.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-IRT-OP-58
Pub Date-Aug 82
Contract-400-81-0014
Note-15p.
Available from-The Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($2.00).
Pub Type- Opinion Papers (120) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Beginning Reading, Class Organization, Grade 1, *Grouping (Instructional Purposes), Guidelines, Primary Education, *Questioning Techniques, *Reading Instruction, *Small Group Instruction, Student Participation, Teaching Methods
Identifiers-*Reading Groups

The results of an earlier experimental study of the effectiveness of a set of principles for small group instruction in first grade reading groups called for a revision of the list of principles. Revised principles were written for (1) group organization (seating, transitions, starting the lesson); (2) the introduction of lessons and activities (overviews, new words, and work assignments); (3) student participation (asking questions, taking turns, calling on students, and monitoring individuals); (4) teacher questions and student answers (academic focus, word attack questions, waiting for answers, giving needed help, offering explanations); (5) correct student reponses (acknowledging correct answers, explaining the answer when necessary, and follow-up questions); and (6) praise and criticism (praise in moderation, correction rather than criticism, and specificity in praise). (HOD)

ED 224 212 EC 150 394

Childers, John S. And Others

Introduction to Symposium and Intercorrelations, Sex, and Race Differences on the Vineland Adaptive Behavior Scales.

Pub Date-Aug 82
Note-18p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 23-27, 1982). Print is poor in parts.
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adjustment (to Environment), Evaluation Methods, Institutionalized Persons, *Mental Retardation, Racial Differences, Sex Differences, *Test Construction, *Test Validity
Identifiers-*Vineland Adaptive Behavior Scale, *Vineland Social Maturity Scale

Preliminary findings are presented from a study of the performance of 99 institutionalized retarded children on the Vineland Adaptive Behavior Scale (VABS), a revised form of the Vineland Social Maturity Scale (VSMS). No significant sex or race differences were revealed on test performances. Mental age was found to correlate with VABS scores with a range from .81 (Communication) to -.20 (Maladaptive 2). Results further suggested that the VABS social adaptive measures can be used to estimate functional level for institutional retardates, but that the maladaptive scores are relatively independent of cognitive components. Correlations between the VABS and VSMS were indicated, as was adequate discriminant validity between the VABS domain scores and the maladaptive scales. (Author/CL)

Suarez, Tanya M. Cox, James O.

An Input Evaluation of Three Technical Assistance Needs Assessment Strategies.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date-Mar 81
Contract-300-77-0507; 300-80-0752
Note-75p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Data Collection, *Disabilities, Early Childhood Education, *Needs Assessment, Preschool Education, *Program Evaluation, Research Methodology, *Technical Assistance
Identifiers-*Technical Assistance Development System

The Technical Assistance Development System TADS (a project to provide technical assistance to personnel implementing programs for preschool handicapped children and their families) conducted an evaluation of three technical assistance needs assessment strategies during 1979-80. The three strategies were: (1) on-site conducted by a trained needs assessor at the program's site; (2) telephone conducted by a trained needs assessor through a series of telephone conversations; and (3) self-administered conducted by the program's staff using procedures and materials provided by TADS. The 64 programs participating were ramdomly assigned to one of the three strategies. Results indicated that all three strategies adequately identified technical assistance needs and were similar on most variables. Perceptions of the participants occasionally favored on-site over telephone assessments. Comments from participants suggested that while the strategies were comparable for identifying technical assistance needs, there were some qualitative characteristics on which they differed. Appendixes include a report on the statistical analyses described in the text, along with tables; and a report of additional findings in the areas of project staff satisfaction, project staff perceptions of their needs, and targeted impacts of technical assistance. (Author/SW)

ED 224 252 EC 150 638

Jastrzembska, Zofja S.

Model for a Workshop on Assessment of Blind and Visually Impaired Students.

American Foundation for the Blind, New York, N.Y.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date-82

Note-65p.; For related document, see EC 150 639. Tables are marginally legible.

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Counseling Techniques, Evaluation Methods, Inservice Education, Instructional Materials, Knowledge Level, Regional Programs, *School Psychologists, Simulation, *Student Evaluation, Test Interpretation, *Visual Impairments, *Workshops

The document reports on a series of 18 regional workshops for school psychologists on assessment of visually handicapped students. Workshop topics are summarized, and materials indexed in an appendix are cross referenced for each topic: background information (social attitudes regarding vision loss, developmental implications); assessment (use of standardized measures, use of assessment results); counseling; vocational guidance; and use of outside resources. Workshop materials, such as the participant's kit, which includes case material for small group work and reprints of articles and chapters on visual impairment, are described. The literature exhibit and videotapes used in the workshops are similarly described. The report includes a paper by J. Morse, Simulation of Visual Conditions,'' and a summary of D. Alford's dissertation on Knowledge Needed and Possessed by School Psychologists in the Psychoeducational Assessment of Visually Impaired Children as Perceived by School Psychologists and Teachers of Visually Impaired Children.'' Among appendixes is a sample agenda for one of the workshops. (CL)

ED 224 311 FL 013 346

Tcachuk, Alexandra

Teaching Professional Spanish: The Experience of a Small, Liberal Arts College.

Pub Date-82

Note-6p.; Paper presented at the Eastern Michigan University Conference on Spanish for Bilingual Careers in Business (Ypsilanti, MI, March 18-20, 1982).

Available from-Not available separately; see FL 013 333.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Business Communication, College Curriculum, *College Second Language Programs, Course Content, Higher Education, Interpretive Skills, *Languages for Special Purposes, Liberal Arts, *Spanish, Translation

Identifiers-Rosary College IL

Rosary College, a small liberal arts college, has been expanding its foreign language and business programs. Among its new offerings is a professional Spanish course that can be taken following the advanced intermediate courses in speaking and writing. Advertising for the course has been directed at undergraduate international business majors, employed adult students, and high school and college Spanish departments. The course covers correspondence, completion of forms, reports and dialogues, interpreting, and simultaneous translation. There are few adequate instructional materials available for business Spanish and extreme care must be exercised in selection. Suggestions are made regarding the role of a business language course in a small college, advertising course offerings, and maintaining student interest. (RW)

ED 223 803 CE 034 246

Jackson, Janette Edwards, Gloria

Vital Signs. Kit No. 301. Instructor's Manual South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-82

Grant-SC-5058-76-I-211-0330

Note-77p.; For a related document see CE 034 248.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Allied Health Occupations, Behavioral Objectives, *Body Height, *Body Weight, Competency Based Education, *Heart Rate, Learning Activities, Medical Services, Physical Examinations, Secondary Education, Student Evaluation, *Temperature

Identifiers-*Blood Pressure Determination, *Respiration

This instructor's manual and student learning guide for a secondary-level health occupations program cover four activities that deal with measurement of vital signs. The four activities concern temperature, pulse and respiration, blood pressure, and height and weight. For each activity, the instructor's manual provides this information: the course overview, a list of student goals, a list of instructional objectives, activity implementation (activity description, safety, required materials, preparation prior to class, instruction during class sessions, followup activities), an answer key to checkpoints for evaluations, and a list of the required duplication masters, copies of which are included. The student learning activity guide contains this material for each activity: introduction, a list of student goals, directions for completion of the activity, a list of required materials, and a programmed text for each of the instructional objectives. In the programmed text the steps involved in completing the instructional objectives are depicted in simple pictures with brief explanations of the procedures shown. Occupational descriptions are appended. (YLB)

ED 223 860 CE 034 411

Sex and Racial/Ethnic Characteristics of Full-Time Vocational Education Instructional Staff.

National Center for Education Statistics (ED), Washington, DC.
Report No.-NCES-82-307b
Pub Date-Nov 82
Note-13p.
Journal Cit-National Center for Education Statistics Bulletin; November 1982
Pub Type- Reports - General (140) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Agricultural Education, Allied Health Occupations Education, American Indians, Asian Americans, Blacks, Consumer Education, Distributive Education, *Females, *Full Time Faculty, Higher Education, Hispanic Americans, Home Economics, Industrial Arts, *Males, *Minority Groups, Occupational Home Economics, Office Occupations Education, Pacific Americans, Postsecondary Education, Regional Schools, Secondary Education, Sex, *Teacher Characteristics, Technical Education, Technical Institutes, Trade and Industrial Education, *Vocational Education

Men dominated the teaching positions in five of nine vocational program areas during 1979-80: industrial-arts (96.6 percent of full time positions), agriculture (93.5 percent), technical (92.8 percent), trade and industrial (91.4 percent), and distribution (69.5 percent) according to a survey of 282,292 full time instructional staff analyzed through the Vocational Education Data System (VEDS). Women staff comprised majorities in consumer and homemaking (96.1 percent), occupational home economics (88.8 percent), health (82.7 percent), and office occupations (64 percent). For three of the four types of institutions studied (secondary, postsecondary, vocational technical institutes, and other postsecondary programs) staffs were overwhelmingly male in traditionally male fields and overwhelmingly female in fields traditionally considered to be for females. Only in higher education were these patterns broken, showing more balanced distribution. Estimates of data on racial/ethnic characteristics indicate that about 11 percent of the full time instructors in vocational education programs were minorities with 8.8 percent black, 1.5 percent Hispanic, 0.8 percent Asian or Pacific Islanders, and 0.3 percent American Indians/Alaskan Natives. Minority instructors were concentrated in occupational home economics, office occupations, industrial arts, and consumer and homemaking programs; few taught in technical and distributive education. Minority groups, however, varied according to program areas and types of institutions. (KC)

ED 223 880 CE 034 447

Baran, Nancy H., Ed. Tarrant, Sharon M., Ed.

Your Home Furnishings Dollar. Money Management.

Household International, Prospect Heights, IL. Money Management Inst.
Pub Date-82
Note-41p.; For related documents see CE 034 441-453.
Available from-Money Management Institute, Household International, 2700 Sanders Road, Prospect Heights, IL 60070 ($.75 each; set $5.00; quantity discounts available).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Consumer Education, *Furniture, *Home Furnishings, *Money Management, *Purchasing

This booklet on home furnishings, 1 in a series of 12, covers all the basic aspects of personal- and family-money management. Suitable for use by high school and college students as well as adults, this handbook offers guidelines for purchasing home furnishings and decorating materials. Section 1 discusses planning for home furnishings based on income, needs, wants, values and preferences, interests and activities, and special requirements. Section 2 discusses development of a good interior design plan. In section 3, financial planning is applied to furnishing the home on the amount of money available to be spent. Use of professional services and methods of payment are discussed, and guidelines for shopping are set forth. Section 4 offers shopping guidelines for buying furniture, floor coverings, wall treatments, window treatments, lighting equipment, and accessories. Some sample forms are provided. (YLB)

ED 223 899 CE 034 539

Aviation Machinist's Mate Phase I, 2-5. Military Curriculum Materials for Vocational and Technical Education.

Coast Guard, Elizabeth City, NC. Aircraft Repair and Supply Center.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-617p.; For related document, see CE 034 540.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF03/PC25 Plus Postage.
Descriptors-*Aerospace Education, Air Transportation, *Aviation Mechanics, Behavioral Objectives, Curriculum Guides, Electricity, Hand Tools, *Maintenance, Mathematics, Physics, Postsecondary Education, Programed Instructional Materials, Secondary Education, Study Guides, *Technical Education, Textbooks, Workbooks

Identifiers-Aerodynamics, Military Curriculum Project

These teacher and student materials for the first section of a two-phase secondary/postsecondary level course for aviation machinists make up one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The purpose of the course is to enable students to maintain aircraft engines, perform intermediate and major inspections on engines and their related systems, field test and adjust components of engines, and replace compressor turbine blades and combustion chamber liners. This phase, Airman Preparatory, contains 5 weeks of instruction totaling 131 hours: School Indoctrination and Mathematics (10 lessons, 23 hours); Physics (11 lessons and a math review, 27 hours); Basic Electricity (10 lessons, 27 hours); Aerodynamics, Weight and Balance, and Instruments (7 lessons, 27 hours); and Hardware and Handtools (4 lessons, 27 hours). Instructor materials include a curriculum outline containing a weekly breakdown of lessons, topic objectives, equipment and furniture requirements, training aids and devices needed, and publications used as texts or references. Student materials are a study guide/workbook, six programmed texts, and chapters from three Navy training manuals. (YLB)

ED 223 919 CG 016 321

Scovel, Martha Rich, Alexander

Social Support and Depression among College Students.

Pub Date-Aug 82

Note-21p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attribution Theory, *College Freshmen, *Depression (Psychology), *Friendship, Higher Education, *Loneliness, Longitudinal Studies, Peer Relationship, *Social Isolation, Stress Variables, *Student Adjustment, Student Characteristics

Identifiers-*Life Events

Entrance into college is considered a stressful experience, with many students experiencing depression and maladjustment. A longitudinal study was conducted to investigate three major models of depression among college students, i.e., the life events model, the cognitive-attributional model, and the social support model. Subjects were 134 freshmen who were questioned at the beginning of their first semester and again 6 weeks later. Results indicated that the variables most strongly and consistently associated with depression were loneliness, interpersonal mistrust, and neuroticism. Data suggested that interpersonal mistrust and neuroticism were related to depression through the variable of loneliness and that loneliness also caused'' interpersonal mistrust and neuroticism. The findings suggest that loneliness is an important cause of depression among college students. (Author/JAC)

ED 223 962 CG 016 371

Welfel, Elizabeth Reynolds Lipsitz, Neal E.

Ethical Decision Making: What Is Currently the Case?

Pub Date-Aug 82

Note-26p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Behavior Standards, Codes of Ethics, Counselor Evaluation, *Counselors, *Decision Making, *Ethical Instruction, *Ethics, Graduate Students, Higher Education, Literature Reviews, *Moral Development, Moral Issues, *Moral Values, Values

This paper reviews the current empirical literature on counselor ethics, suggesting that it offers little guidance in understanding why unethical behavior occurs or how to remedy such behavior. The research literature is classified according to four basic areas of concern: (1) documenting the incidence of unethical practice; (2) identifying the practitioner characteristics related to unethical practice; (3) proposing a theory of ethical decision-making; and (4) examining training effects in ethics education. The review indicates that inadequate documentation exists for the incidence of unethical practice, that the literature has failed to establish a firm empirical basis for predicting who will behave unethically, that promising research combining theory building and empirical study has little regard for legal and societal consequences, and that the inclusion of formal ethics coursework to make students more aware of ethical issues has not been substantiated. The current state of the literature suggests that alternative approaches are needed to the empirical study of ethical decision-making. The conceptualization of ethical decision-making in terms of developmental differences in moral reasoning, the design of the Ethical Judgment Scale, and the refinement of the Ethical Judgment Scale by using groups of counselor trainees's scores on the Defining Issues Test and the Ethical Judgment Scale to determine if the two scores would be significantly related are detailed. Research results that provide the first evidence of a relationship between moral development and ethical decision-making are presented. (PAS)

Blair, Timothy R. Turner, Edward C.

Basic Skill Emphasis: Its Effect on Independent Reading Development.

Pub Date-Nov 82
Note-12p.; Paper presented at the Annual Meeting of the Southeastern Regional Conference of the International Reading Association (8th, Biloxi, MS, November 4-6, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Basic Skills, Elementary Education, Instructional Materials, Middle Schools, *Reading Attitudes, *Reading Instruction, *Reading Interests, *Reading Material Selection, *Reading Research, Student Attitudes, Student Needs, Student Teacher Relationship, Teaching Methods

One hundred forty-seven students enrolled in a developmental reading program responded to a questionnaire designed to ascertain the reading attitudes and interests of middle school students. It was hypothesized that by overemphasizing basic skills instruction, schools may not be taking the necessary steps to help students develop the ability and desire to read and learn independently. Specifically the questions were designed to learn (1) what percentage of students felt the reading materials were of practical value to them, (2) what percentage found the materials of interest, (3) students' reading interests, and (4) students' perceptions of teacher choices of material for them. The results indicated that 71% felt that the materials helped them in other school subjects, but only half felt the materials helped them outside of school. Forty percent liked the reading materials; 60% did not. Sports was the subject of greatest interest, followed by animals, mystery, comics and humorous stories, and science fiction. Only half felt that teachers would select books to match their reading interests. The results seemed to indicate a lack of communication between students and teachers in the reading material selection process, and suggested a need for teachers and students to discuss the value of all activities in reading class. (The questionnaire used in the study is appended.) (HTH)

ED 224 022 CS 207 264

Houston, Robert

Faculty Evaluation of Standardized Tests of Writing Ability.

Pub Date- 81

Note-17p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College English, English Departments, Essay Tests, Higher Education, Item Analysis, Objective Tests, *Standardized Tests, *Student Placement, Test Construction, *Testing Problems, *Test Reliability, Test Selection, Test Use, *Test Validity, *Writing Evaluation, Writing Instruction, Writing Skills

Standardized tests of writing ability have individual and shared limitations and deficiencies that should be acknowledged by test designers and users. Most institutions use the portions of standardized tests that test ability to proofread and edit, but they do not use the optional essay sections that actually require students to write. To assure validity of a particular test requires item analysis by the department considering using it. An objective test of the student's mastery of standard, edited English does not test equally important abilities to choose a topic, evolve a thesis statement, and actually write a unified, coherent essay. Some teachers will not accept objective tests, insisting instead on writing samples. Other educators claim that essay tests lack reliability and do not correlate with objective test scores and course grades. Work by the Educational Testing Service and College Entrance Examination Board researchers shows how these problems can be overcome. College English departments should conduct score gains studies to give credibility to claims of content validity. Since testing services often do not or cannot give enough information on item analysis, score gains, and correlation in informational booklets, and since individual departments differ from each other, every English department must correlate the composition grades and test scores of its students. (JL)

ED 224 083 CS 504 067

Friedley, Sheryl A.

Ethics and Evidence: The Ideal.

Pub Date-Nov 82

Note-12p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Codes of Ethics, Comparative Analysis, *Competition, Ethical Instruction, *Ethics, *Guidelines, *Persuasive Discourse, Plagiarism, *Speech Communication

Identifiers-American Forensic Association, National Forensic Association

A review of the ethical standards established by the forensic community for use of evidence in contest speaking reveals that (1) there is a paucity of specific ethical guidelines established for contest speaking in the textbook literature, and (2) the standards outlined are stated in terms of unethical behavior'' rather than of positive guidelines for appropriate ethical behavior. Most textbooks focusing on the coaching of contest speaking address the use of evidence from a qualitative'' rather than an ethical'' perspective, although the forensic community has expersed a concern about this issue. The National Forensic Association and the American Forensic Association have established some guidelines on the ethical aspect of evidence usage. Unfortunately, the only section of the National Forensic Association code to specifically address the use of evidence focuses on the issue of plagiarism, but with little amplification of the term or the many variations of willful distortion that may also be considered unethical for contest speaking. The code of the American Forensic Association focuses on three concerns fabrication, distortion, and plagiarism and outlines a penalty for contest violators. Thus it is the obligation of the forensic community as a whole both to establish ethical regulations for contest speakers and to hold contestants accountable for violations. (HTH)

Bass, Gerald R.

Geographical Isolation Factors: The Literature.

Pub Date-80
Note-28p.; For related documents, see EA 015 186-188. A review of the literature from Enactment and Impact of Geographical Isolation Factors in Public School Revenue Legislation in Three Selected States,'' doctoral dissertation, University of North Dakota.
Pub Type- Information Analyses (070) - Dissertations/Theses - Doctoral Dissertations (041)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Consolidated Schools, Elementary Secondary Education, Financial Problems, *Geographic Location, *Rural Schools, *School Location, *Small Schools, State Aid
Identifiers-*Isolation (Geographic)

Drawn from a larger paper on geographical isolation, these pages present a review of literature pertaining to geographical isolation factors. The inclusion of a geographical isolation factor in a state's distribution formula for foundation aid is a mechanism for providing additional revenue to small schools or school districts that, because of geographical location, cannot be consolidated into more efficient units. First, the paper develops a rationale for such factors by briefly examining the literature dealing with the problems facing small schools. The major problem examined is that of high cost of operation stemming from low student-teacher ratios, increased transportation costs, and fixed costs that do not decrease with school size. Other problems include inability to offer a broad curriculum, inability to attract a well-qualified staff, and inefficiency. Possible methods suggested for dealing with such problems include interdistrict cooperation, formation or expansion of intermediate regional education agencies, increased state aid, and school district consolidation. Next, a review of the criteria to be included in the formulation of geographical isolation factors is presented, including maximum size that such a school may have and a definition of isolation. Finally, methods for apportioning supplemental revenues to geographically isolated schools are reviewed. (Author/JM)

ED 224 120 EA 015 206

Jongeward, Ray

The Educational Management Team: A Communication and Decision-Making Group. A Manual for Workshop Leaders. Keys to School Boardsmanship. A Program of Continuing Education for School Board Members.

Montana School Boards Association, Helena.; National School Boards Association, Washington, D.C.; Northwest Regional Educational Lab., Portland, Oreg.; Washington State School Directors Association, Olympia.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-82

Contract-400-80-0105

Note-182p.; For related documents, see EA 015 201-212. Also contributing to the development of this document were the Idaho School Boards Association, the Oregon School Boards Association, and the Association of Alaska School Boards.

Available from-Publications, National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, DC 20007.

Pub Type- Guides - General (050) - Non-Print Media (100)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Board Administrator Relationship, *Board of Education Role, Boards of Education, *Educational Administration, Elementary Secondary Education, Leaders Guides, *Management Development, *Management Teams, Program Administration, Program Development, Program Evaluation, Program Implementation, *Workshops

Identifiers-*Board of Education Members

The materials in this manual are designed to help workshop leaders prepare for and present three workshops for school board members on the management team concept, the initiation of the management team, and the evaluation of the management team in operation. The manual consists of six sections: an introduction; three sections on planning, presenting, and evaluating the workshops; a selection of resource materials; and a booklet for participants in each of the workshops. The discussion of planning contains information on the focus and scope of each workshop, the grouping of participants, an overview of workshop presentation, and familiarization with relevant resource materials and equipment. The presentation section includes sequential descriptions of workshop activities in each of the three areas, leader focuses for each activity, and instructions for conducting the activities. The resource materials provided include three papers on the management team concept as well as masters from which transparencies for projection at the workshops can be reproduced. (Author/PGD)

ED 224 136 EA 015 223

Resource Allocation Plan Manual.
New York State Education Dept., Albany.
Pub Date-Sep 82
Note-50p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Administrative Organization, Administrative Policy, Administrator Role, *Basic Skills, Elementary Secondary Education, *Management Systems, Methods, Minimum Competency Testing, *Resource Allocation, State Departments of Education, State Government, State Programs, *State School District Relationship, *Student Improvement

In 1978 the state of New York established the Regents Competency Testing Program to ensure that all high school students would achieve a state standard of competency in reading, writing, and mathematics prior to graduation. That same year the Resource Allocation Plan was established to help schools in improving pupils' achievement in the basic skills. This manual first presents the background, governing principle, and goals of the Resource Allocation Plan, then sets forth its management system in terms of policies, roles, and procedures. Policies are numbered, listed, and explained along with the citations tracing their origin. The organizational positions are defined and their responsibilities listed under the heading of roles.'' Twelve procedures list what is to be done, accompanied by the actors involved and a step-by-step list of the actions to be taken. Four different forms used in different stages of the process are included. The last section of the manual briefly outlines the information system and the evaluation design. (MLF)

ED 224 153 EA 015 245

Gemello, John M. Osman, Jack W.

Analysis of the Choice for Public and Private Education.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-IFG-TTC-5
Pub Date-Feb 82
Grant-OB-NIE-G-80-0111
Note-68p.; Prepared for the Tuition Tax Credit Seminar (Washington, DC, October 22, 1981).
Available from-Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 ($1.00).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Attendance Patterns, Catholic Schools, Elementary Secondary Education, *Enrollment Influences, Family Income, Federal Aid, National Surveys, Parochial Schools, Private School Aid, *Private Schools, *Public Schools, *School Choice, Tax Credits, Tuition
Identifiers-California

Key factors influencing the decision to attend private school are identified in this paper. It looks at the factors accounting for varying rates of private school attendance and estimates the responsiveness of such attendance to government support. It studies the variation in private school attendance rates at three levels: across states, across districts in California, and across census tracts within the San Francisco Bay Area. At each level, the authors analyze which economic, social, religious, and ethnic characteristics are significantly related to private school choice. Findings indicate that the concentration of Catholic families is positively associated with parochial school attendance. Family income is, in general, a significant factor in explaining nonparochial school enrollments. Parochial school attendance rates are less responsive to income changes than are nonparochial rates. Estimates of combined parochial and nonparochial income elasticity range between .54 and .95. Thus public policies to increase average family income through major tax cuts, a fixed limit tuition tax credit, or educational vouchers would increase private nonparochial enrollments by an estimated 0.54 to 0.95 percent for every 1 percent increase in average family income. Finally, private school attendance rates, particularly parochial school rates, are positively associated with higher proportions of minority students in the public school. (Author/JM)

Segal, Bertha
Teaching English Through Action.
Pub Date- 81
Note-159p.
Available from-Berty Segal, Inc., 1749 Eucalyptus St., Brea, CA 92621
(single copy $15.60 including tax and handling charges; $13.78 each for quantity.)
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, *English (Second Language), Experiential Learning, *Instructional Materials, Language Skills, Lesson Plans, Listening Comprehension, Reading Instruction, *Second Language Instruction, Speech Communication, Teaching Guides, Writing Instruction
Identifiers-*Total Physical Response

A complete teaching guide is presented for teaching English as a second language (ESL) according to the Total Physical Response (TPR) approach as was researched by James J. Asher of San Jose (California) State University. The method is based on the following premises: (1) understanding the spoken language should be developed far in advance of speaking; (2) comprehension, much of the grammatical structure, and hundreds of vocabulary items can and should be learned through movement of the teacher's and the student's body; (3) speech is natural and developmental, and will emerge naturally in its own time; and (4) students should not be rushed into reading and writing before they have had ample listening and speaking experience. The 10 unit plans in this guide contain an overview of the vocabulary to be taught via commands, specific directions on what commands are to be presented, an oral review lesson, and grids for individual and small group record keeping. The guide is appropriate for teaching beginning and intermediate ESL on any age level. (Author/AMH)

ED 223 842 CE 034 380

Shin, Masako T.

Clerical Cluster Technical Terms. English-Thai Lexicon. Introduction to Clerical Cluster. Thai Version. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.

Southern Illinois Univ., Carbondale. School of Technical Careers.

Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date-Jun 82

Contract-R-33-32-J-0542-400

Note-45p.; For related documents see ED 205 781-788 and CE 034 378-385. Translated by Pradit Chatcharhtkoon.

Language-English; Thai

Pub Type- Reference Materials - Vocabularies/Classifications (134) - Guides - Classroom - Learner (051) - Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Accounting, Administrator Education, Adult Vocational Education, Bilingual Education, Bilingual Instructional Materials, *Clerical Occupations, Competency Based Education, Glossaries, Limited English Speaking, *Mathematics, *Office Occupations Education, Postsecondary Education, Preservice Teacher Education, *Thai, *Typewriting, Vocabulary

This English-Thai lexicon and program introduction for the clerical cluster is one of eight documents in the Multicultural Competency-Based Vocational/Technical Curricula Series. It is intended for use in postsecondary, adult, and preservice teacher and administrator education. The first two sections provide Thai equivalencies of English clerical cluster technical terms and Thai equivalencies of English clerical cluster equipment and tools. Section 3 is the Thai version of Introduction to Clerical Cluster.'' The duty-task index is then provided in Thai with major headings also given in English. (YLB)

ED 224 042 CS 207 284

Language Arts Curriculum Guide, Fifth Grade.

Norman Independent School District 29, Okla.
Pub Date-Aug 81
Note-201p.
Available from-Norman Public Schools Curriculum Dept., 131 South Flood, Norman, OK 73069 ($25.00).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Behavioral Objectives, Curriculum Guides, Educational Resources, English Curriculum, Grade 5, *Grammar, Intermediate Grades, *Language Arts, Learning Activities, *Listening Skills, *Reading Instruction, *Speech Skills, *Writing Instruction

Intended to enhance the quality of language arts instruction in the fifth grade, this curriculum guide defines objectives, lists some basic resources, and offers suggested teaching activities. The five strands covered include language and grammar, listening, speaking, reading, and writing. An articulation chart at the beginning of the guide categorizes objectives within each strand as introduction, major objective, reinforcement and extension, or continued reinforcement. The categories for each objective are arranged across grade levels for grades one through five. The rest of the guide is sectioned according to strand and lists objectives with accompanying resources, activities, and notes. Appendixes include a key to abbreviations and a bibliography of teaching aids. (HOD)

ED 224 190 EC 150 372

Algozzine, Bob And Others

The Influence of Teachers' Tolerances for Specific Kinds of Behaviors on Their Ratings of a Third Grade Student.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No.-IRLD-RR-74

Pub Date-Apr 82

Contract-300-80-0622

Note-27p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Problems, Case Studies, *Maturity (Individuals), Primary Education, *Teacher Attitudes

Approximately 120 regular classroom teachers were asked to read a case study and respond to 13 questions about the student who was portrayed as demonstrating either socially immature or unmanageable behavior. In addition, at a later time the teachers completed a checklist that indicated the extent to which certain student behaviors bothered them. Results indicated that the teachers' ratings of the student were affected differentially by their tolerance for the primary behaviors exhibited by the pupil. Ratings of an immature child were influenced by teacher tolerances while ratings of an unmanageable student were not; the unmanageable student was rated more negatively overall. The concept of the ``ideal'' student is presented in the discussion of the results and their implications. (Author)

ED 224 271 EC 150 658

McGarry, Barbara D.

The Rowley Decision: How the Supreme Court Views the Education of Handicapped Children.

American Foundation for the Blind, New York, N.Y.

Pub Date-Oct 82

Note-9p.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Compliance (Legal), *Court Litigation, Deafness, *Disabilities, *Federal Legislation

Identifiers-*Rowley v Hendrick Hudson School Dist

The author looks at the U.S. Supreme Court ruling on the Rowley case which addresses the implementation of the Education for All Handicapped Children Act'' (P.L. 94-142), particularly the issue of how much special assistance a public school district must make available to a handicapped student. The facts of the case are briefly reviewed from the entrance of the deaf first grader into the public school system to the Supreme Court hearing. The specific wording of the Court's decision is excerpted and discussed. The interpretation of limited congressional intent in P.L. 94-142 and other laws for the education of handicapped children is seen to stem from the status of the national economy. (SW)

ED 223 784 CE 033 873

McLean, Gary N.

Model for Providing Services to the MN Prime Sponsors and Vocational Education Systems Relating to Vocational Education-CETA Six Percent Program (Phase 2) Final Report.

Minnesota Univ., Minneapolis. Dept. of Vocational and Technical Education.

Spons Agency-Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Pub Date-Sep 82

Grant-14/TE-135

Note-62p.

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Agency Cooperation, Citations (References), Cooperative Programs, Educational Cooperation, Employment Programs, Federal Programs, *Institutional Cooperation, Job Training, Linking Agents, *Models, Postsecondary Education, Program Descriptions, Research Utilization, Secondary Education, *Vocational Education, *Youth Employment

Identifiers-*Comprehensive Employment and Training Act, *Minnesota, Prime Sponsors

This report synthesizes information gathered during the first quarter of a two-year project, which was not refunded, to establish a model for coordinating the planning activities of the three Minnesota agencies involved in offering Comprehensive Employment and Training Act (CETA) services. Through a review of literature and personal interviews, the project director proposed a number of linkage activities that could be conducted to tie prime sponsors with the vocational education system and identified barriers to such linkages. Some possible solutions to overcoming the barriers were analyzed along with considerations for building a model program. A bibliography follows. The appendixes, which make up half the document, contain a summary of legislation pertaining to linkages, coordination models, program model descriptions, a suggested outline for CETA, vocational education cooperation, and suggested projects to promote such cooperation. A bibliography is included. (KC)

ED 223 823 CE 034 339

Preston, Richard A.

Perspectives in the History of Military Education and Professionalism. The Harmon Memorial Lectures in Military History, Number Twenty-two.

Air Force Academy, Colorado Springs, Colo.

Pub Date-80

Note-44p.; Some of the research for this paper was made possible by a Nuffield Foundation Summer Travel Grant.

Pub Type- Opinion Papers (120) - Historical Materials (060)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*History, *Military Schools, *Military Science, Military Service, *Military Training, *Officer Personnel, Postsecondary Education, Vocational Education

Identifiers-Military History

Military professionalism began developing with the creation of professional officer corps in Prussia, France, and Britain during the 19th century. Prussia had a system that focused on practical military qualifications and promoted social discrimination. In contrast, the French system placed heavy emphasis on competition and had officials that recruited more widely. A noticeable difference from Prussian military education was that the education virtually ended when one was commissioned. Lacking the impetus for change (the Revolution in France and Prussian military disasters in the Napoleonic wars), Britain retained its 18th century military system longer. Officer production was built around the concept that military leadership naturally developed from social status. Only in the second half of the 19th century was the purchase system abolished. Discrimination in favor of the classes continued, since only the upper classes could afford to keep sons in schools when the entrance age to military academies was raised. Acceleration in the rate of technological and social change in the 20th century complicated the fundamental problems that 19th century military educators never completely solved. American academies have taken steps to improve the quality and to eliminate discrimination. They have maintained the principle of a common pre-commissioning education and have introduced specialization in the sciences and social and humanistic studies. (YLB)

ED 223 982 CS 006 905

Chapman, L. John

A Study in Reading Development: A Comparison of the Ability of 8, 10 and 13 Year Old Children to Perceive Cohesion in Their School Texts.

Pub Date-Jul 82

Note-27p.; Paper presented at the Annual Meeting of the United Kingdom Reading Association (19th, Newcastle upon Tyne, England, July 19-23, 1982). Figures 2 through 5 may not reproduce clearly because they are handwritten.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Cloze Procedure, *Cohesion (Written Composition), Elementary Secondary Education, Foreign Countries, Instructional Improvement, Reading Ability, *Reading Comprehension, *Reading Improvement, *Reading Instruction, Reading Materials, Reading Readiness, *Reading Research, *Reading Skills, Reading Tests

Identifiers-Great Britain, *Prose Learning

A longitudinal survey that was part of a larger British research project on the perception of textual cohesion has yielded some insights into the reading problems of students on both sides of the primary/secondary school line. Subjects were 1,355 children, ages 8, 10, and 13. Two booklets for junior school and two for secondary school students were specially prepared using material frequently used in school texts. Each pair consisted of one booklet of factual material and one of fictional material. The cohesive ties of the books were selected and deleted to create a cloze instrument. Data were analyzed using three methods: quantitative, qualitative, and diagnostic. Considering consensus agreement, the expected increase with age was not only clearly observable but also impressively regular. The growth in the proportion of exact responses was small but consistent. The cloze procedure results also correlated strongly with the results of a standardized reading test, indicating that children's perception of cohesion was a significant element in reading development. Rather than retreat from print,'' secondary school teachers should pay attention to the cohesive property of texts when trying to help students bridge the gap from learning to read'' to reading to learn.'' (JL)

ED 224 062 CS 504 040

Hagen, Suzanne J.

Communication Needs of Fortune 500 Companies.

Pub Date-Nov 82

Note-25p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Business, College Curriculum, *Communication Research, *Education Work Relationship, *Employment Opportunities, Employment Qualifications, Occupational Surveys, *Organizational Communication, Personnel Needs, *Speech Communication

Identifiers-*Fortune 500

Personnel directors of 42 Fortune 500 companies responded to a questionnaire designed to elicit information on (1) the predominant communication-related job titles in those companies, (2) which of those positions communication majors were qualified to fill, and (3) what academic preparations were most useful for such positions. All respondents ranked personnel director as the top communication-related job, but only 29% felt that a communication major qualified for the position. The second and third ranked communication-related positions were public relations director and sales representative. Among the college courses thought to be most important for communication-related positions were oral presentations, business administration/management, and English. Finance/accounting and English/language arts were also top-ranked minors programs. The results suggested that the career situation in corporate communication is neither terribly bleak nor particularly encouraging for speech communication majors. Public relations and internal/external communication seem to be better bets'' than other employment positions, and are also important to overall corporation communication now and for the future. (HTH)

ED 224 171 EA 015 296

School District Uses of Computer Technology. ERS Report.
Educational Research Service, Arlington, Va.
Pub Date-82
Note-104p.
Available from-Publications, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21676; $22.00).
Pub Type- Reports - General (140) - Numerical/Quantitative Data (110)
Document Not Available from EDRS.
Descriptors-*Computer Assisted Instruction, Computer Managed Instruction, *Computer Oriented Programs, *Computers, Demonstration Programs, Educational Technology, Elementary Secondary Education, Expenditure Per Student, *Management Information Systems, National Surveys, School Districts, Tables (Data)
Identifiers-School District Size

The first nationwide survey of public school districts' uses of computers, this study summarizes the responses of 1,484 districts out of a national sample of 3,497 school systems. Presented in 25 tables, the data are classified by district enrollment size and expenditure per pupil. The variables covered, besides computer uses, include type of access to computers (computer ownership or contracted services), computer size (mainframe, mini, or micro), manufacturer's name, year in which computer use was introduced into the district, participation in computer networks, benefits and problems related to computer use, and factors judged most important for successful use of computers. Computer usage variables include the following: instruction, student records (academic and nonacademic), scheduling, personnel matters, business, operations and maintenance, transportation, cafeteria functions, library, public relations and information, cocurricular activities (chiefly sports), budget and enrollment projections, and district censuses. For each type of use, the report presents a brief discussion, a summary table, and profiles of districts' applications; each application provides the district name, specific purpose, description of the use, and relevant additional information. (RW)

ED 224 213 EC 150 395

Dickson, Richard L.

Participatory Planning and Internal Consistency Investigated within the Special Education Referral, Planning and Placement Process and Individualized Education Programs.

Pub Date-23 Aug 82

Note-15p.; Paper presented at the Annual Meeting of the American Psychological Conference (Washington, DC, August 23-27, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities, Elementary Secondary Education, *Individualized Education Programs, Program Development, *Referral, *Staff Role, Student Educational Objectives, *Student Evaluation, *Student Placement, Teamwork

Effects of participatory planning on internal consistency within the special education referral, planning and placement process and the Individualized Education Programs (IEP) were investigated. A stratified representative sampling procedure was used to select 114 handicapped students enrolled in one district's special education program. Referral information, psychoeducational assessment results and IEPs were reviewed and coded on 3 checklists which contained 16 different instructional areas. Results revealed the predictive power of various professionals and noted, among other findings, that assessment results provided by the educational diagnostician and the school psychologist do not provide predictive power in readng and mathematics. Among recommendations made were that students should be assessed at least in those areas for which they have been referred; and that present level statements, short-term objectives, and annual goals must be related to one another in some coherent fashion within instructional areas. (Author/CL)

ED 224 253 EC 150 639

Spungin, Susan Jay Jastrzembska, Zofja S.

Special Project: Regular Education Inservice (A Series of Regional Workshops for School Psychologists on the Assessment of Visually Handicapped Students), June 1979 to May 1982. Final Report.

American Foundation for the Blind, New York, N.Y.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date-Jun 82

Note-103p.; For related document, see EC 150 638.

Pub Type- Guides - Classroom - Teacher (052) - Reports - Evaluative (142)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Inservice Education, Program Evaluation, Regional Programs, *School Psychologists, *Student Evaluation, *Visual Impairments, *Workshops

The report evaluates and describes a series of 18 regional inservice training workshops designed for school psychologists working with visually impaired students. The project's background is described in terms of the need for school psychologists to be trained to work with the specific problems manifested by visually impaired public school students. A discussion of program planning reviews preliminary survey results. The section on program implementation materials examines regional coverage and location, psychologist, recruitment and selection, attendance, workshop content, workshop materials (including participants' lists, and displays of books, tests and teaching aids); the workshop model, network list, and project spin-offs. Evaluation information on project objectives is detailed, and it is noted that the workshops resulted in increased positive self ratings on work with visually handicapped students. Among appended information are sample agendas, lists of materials, and participant questionnaires. (CL)

ED 224 312 FL 013 347

Thompson, Earl

Business Spanish and the Liberal Arts College: A Successful Transition.

Pub Date-82

Note-7p.; Paper presented at the Eastern Michigan University Conference on Spanish for Bilingual Careers in Business (Ypsilanti, MI, March 18-20, 1982).

Available from-Not available separately; see FL 013 333.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Business, *Business Communication, *College Second Language Programs, Employment Opportunities, Higher Education, *Languages for Special Purposes, Liberal Arts, *Spanish

Identifiers-Elmhurst College IL

The development of a Spanish for business course at Elmhurst College, a small undergraduate liberal arts college, is described. The course involves advanced conversation and composition focusing entirely on business and emphasizes vocabulary building and the function and composition of business documents. Another goal of the course is to provide participants with a realistic view of how they might use their language skills following graduation, particularly in local Chicago firms. This goal was accomplished through guest lectures and discussions involving business people who use Spanish in their work. It was found that prospects for employment of bilingual personnel were greater in the smaller businesses rather than the large international corporations. Based on the positive response to the course, Spanish for business has been made a permanent offering and similar courses have been developed in French and German. (RW)

ED 223 804 CE 034 248

Edwards, Gloria

Medical Asepsis. Kit No. 302. Instructor's Manual South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

Pub Date-82
Grant-SC-5058-76-I-211-0330
Note-38p.; For a related document see CE 034 246.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Allied Health Occupations, Behavioral Objectives, Competency Based Education, *Disease Control, Health Occupations, *Hospitals, Learning Activities, Nurses, *Sanitation, Secondary Education, Student Evaluation
Identifiers-*Asepsis

This instructor's manual and student learning guide comprise a module on medical asepsis for a secondary-level health occupations program. The six activities in the module cover medical asepsis terms; ways organisms spread; types of medical asepsis; aseptic equipment care; proper handwashing; and procedures for using masks, gloves, and gowns. Material and information provided in the instructor's manual include the course overview, a list of student goals, a list of instructional objectives, activity implementation (activity description, required materials, preparation prior to class, followup activities), an answer key to checkpoints for evaluation, and a list of the required duplication masters, copies of which are included. The student learning activity guide contains this material for each activity: introduction, a list of student goals, directions for completion of the module, a list of required materials, and programmed texts for each of the instructional objectives and activities. In the programmed text, the steps involved in completing the instructional objectives are depicted in simple pictures with brief explanations of the procedures shown. Occupational descriptions are appended. (YLB)

ED 223 881 CE 034 448

Baran, Nancy H., Ed. Tarrant, Sharon M., Ed.
Your Housing Dollar. Household International, Prospect Heights, IL. Money Management Inst.
Pub Date-82
Note-45p.; For related documents see CE 034 441-453.
Available from-Money Management Institute, Household International, 2700 Sanders Road, Prospect Heights, IL 60070 ($.75 each; set $5.00; quantity discounts available).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, Consumer Education, *Housing, *Money Management, Postsecondary Education, *Purchasing, Secondary Education

This booklet on housing, 1 in a series of 12, covers all the basic aspects of personal- and family-money management. Suitable for use by high school and college students as well as adults, this handbook shows how to determine housing needs and analyze housing costs, whether one rents, buys, or builds a home. The first five sections briefly overview the booklet and discuss housing needs, locations, setting up of realistic monthly housing allowances, and house buying power. Section 6 discusses the three major housing choices: renting, buying, and building. Use of the professional services of real estate agents, lawyers, contractors, and architects is considered next. Section 8 offers checklists for judging and comparing apartments and houses and provides information for evaluating equipment and facilities in housing. Financing is the focus of section 9, including sources, costs, and features of home mortgage loans and other types of home financing. The last three sections address title search, property insurance, and planning a move. (YLB)

ED 223 900 CE 034 540

Aviation Machinist's Mate Phase II, 2-6. Military Curriculum Materials for Vocational and Technical Education.

Coast Guard, Elizabeth City, NC. Aircraft Repair and Supply Center.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-261p.; For related document, see CE 034 539.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-*Aerospace Education, *Air Transportation, *Aviation Mechanics, Behavioral Objectives, Curriculum Guides, *Maintenance, Postsecondary Education, Secondary Education, *Technical Education, Textbooks

Identifiers-Military Curriculum Project

These teacher and student materials, the second section of a two phase secondary/postsecondary-level course on aviation machinists, make up one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The purpose of the course is to train students to maintain aircraft engines, perform intermediate and major inspections on engines and their related systems, field test and adjust components of engines, and replace compressor turbine blades and combustion chamber liners. This phase, Fixed Wing Aircraft, contains 7 weeks of instruction totaling 189 hours on: Reciprocating Engines (10 lessons, 27 hours); Fuels and Ignition (12 lessons, 27 hours); Starts, Stops, and Runups (4 lessons, 27 hours); and Troubleshooting (12 lessons, 27 hours). Instructor materials include a curriculum outline containing a weekly breakdown of lessons, topic objectives, equipment and furniture requirements, training aids and devices needed, and publications used as texts or references. The student materials consist of 10 chapters from the Navy training manual, Aviation Machinist's Mate R 3 & 2, NAVPERS 10342-A.'' (YLB)

ED 223 920 CG 016 322

Drummond, Robert J.

Reality Therapy and the Perceptions of the Staff and Residents of the Maine Youth Center Environment.

Spons Agency-Maine Univ., Orono. Coll. of Education.
Pub Date- 82
Note-45p.; For related document, see CG 016 350.
Pub Type- Reports - Evaluative (142) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adolescents, Attitude Change, *Correctional Institutions, Counseling Effectiveness, *Counseling Techniques, Counselor Client Relationship, Evaluation Criteria, Organizational Climate, *Program Effectiveness, Program Evaluation, *Youth Problems
Identifiers-*Maine Youth Center, *Reality Therapy

Reality Therapy was adopted as the major treatment modality to be used by the staff to work with the youth at the Maine Youth Center (MYC). A time-series design, which included the administration of the Correctional Institutions Environment Scale, was used to evaluate the influence of Reality Therapy on the perceptions of staff and youth at the center, and assess program changes over time (1980-1982). Results showed a changing emphasis in the program and treatment philosophy at the MYC. There appeared to be a greater emphasis on the relationship dimension which was reflected in the greater perceived involvement of youth in the program, the greater support perceived by youth from youth and staff, and the greater openness perceived in the system. Treatment was perceived as having a more practical orientation emphasis on reality, rather than on personal problem orientation. Emphasis appeared to be on the now'' rather than on what transpired before in the center. Numerous tables are provided to illustrate the comparative results. (Author/JAC)

ED 223 941 CG 016 350

Drummond, Robert J.

Reality Therapy at the Maine Youth Center: Assessment of Youth. Interim Report

Spons Agency-Maine Univ., Orono. Coll. of Education.
Pub Date-81
Note-75p.; For related document, see CG 016 322.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Adolescents, Correctional Education, *Correctional Institutions, *Institutionalized Persons, Institutional Research, *Rehabilitation Programs, Secondary Education, Self Actualization, Self Evaluation (Groups), *Youth Problems, *Youth Programs
Identifiers-*Maine Youth Center, *Reality Therapy

Reality Therapy is a system which stresses that individuals are responsible for their own behavior, and that excuses based on environment, heredity, or the past are not acceptable as explanations for behavior. To assess the impact of training in Reality Therapy on youth at the Maine Youth Center, subjects (all students at the Center) were asked to complete five to seven instruments, e.g., a demographic data sheet, the Coopersmith Self-Esteem Inventory, and the Jesness Behavior Checklist, three different times at 6-month intervals. Subjects' responses on each instrument were entered in a data set and scored. Findings about the impact of the program on the youth, rather than on the staff, revealed that: (1) the youth were attempting to follow the steps of Reality Therapy; (2) youth tended to show a much higher need and desire for affection; (3) youths' perceptions of the correction environment changed positively over time; (4) the youths should be tested within weeks of arrival, followed up on 5 months later, and tracked after their release; (5) significant sex differences existed on several of the instruments utilized, and therefore separate analyses should be done for males and females; and (6) an evaluation should be done on the effect of Reality Therapy on the school unit. (PAS)

ED 223 963 CG 016 372

Korabik, Karen

Sex-Role Orientation and Leadership Styles: Further Exploration.

Pub Date-23 Aug 82

Note-15p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Androgyny, Biological Influences, College Students, Females, Foreign Countries, *Group Dynamics, Higher Education, Interaction Process Analysis, *Leadership Styles, Males, *Sex Differences, *Sex Role, *Sex Stereotypes, Socialization

Identifiers-Canada

Studies have shown that, in small groups, two types of leaders generally emerge, i.e., a task specialist concerned with achieving the group's goals and a social-emotional specialist concerned with the morale and cohesiveness of the group. To determine if leadship style is related to sex role orientation, rather than to biological sex, to demonstrate that this notion generalizes to groups of different size and sex role composition, and to examine the stability of leadership patterns over time, college students (N 500) completed the Bem Sex Role Inventory. Masculine males (N 12), feminine females (N 12), androgynous males (N 12), and androgynous females (N 12) were selected to form 12 groups consisting of one person each from each sex role category. Each group met 1 hour per week for 4 weeks to discuss legal cases. Discussions were videotaped and scored using Bales Interation Process Analysis. Results supported the contention that sex role orientation and group leadership behavior were the result of socialization rather than biology. Results also demonstrated that leadership styles were stable over time and attested to the utility of a synthesis of theoretical perspectives on androgyny and leadership as a way to provide a more balanced conception of leadership. These findings may benefit both women and men by helping them to recognize important skills each individual can contribute to group functioning. (PAS)

ED 224 002 CS 006 931

Reutzel, Douglas Ray

To Remediate or Not to Remediate: That Is the Question!

Pub Date- 80

Note-35p.

Pub Type- Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Diagnostic Teaching, Elementary Secondary Education, Learning Disabilities, Program Effectiveness, *Reading Diagnosis, *Reading Difficulties, *Remedial Programs, *Remedial Reading, *Teaching Methods

Present research on reading failure has not been able to determine whether it results from a single unitary deficit or from multiple causations. Diagnosis of reading failure is not a simple appraisal of a student's reading skills and abilities; rather, it is therapeutic in nature, always seeking to formulate more efficient means of improving reading ability. As for the type of instruction necessary, one may choose from any number of possible remedial strategies that can be used in combination or isolation to remediate word attack faults, comprehension faults, oral reading faults, and reading rate problems. To design an effective remedial reading program, one should keep in mind that remediation must (1) guarantee some degree of immediate, recognizable success; (2) teach to weakness through strengths; (3) clearly illustrate success to the student to foster motivation; (4) provide for transfer of learning to actual reading situations; (5) result in skill development; (6) provide a flexible, individual plan composed of appropriate learning activities; (7) abound in varied, high-interest, low-vocabulary materials; (8) be conducted in terms of established goals; and (9) have the cooperation of all professions. (HOD)

ED 224 023 CS 207 265

Bennett, Susan G.

What Everyone Should Know (Has Known but Done Little to Implement) about Evaluating Students' Writing.

Pub Date- 81
Note-23p.
Pub Type- Opinion Papers (120) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Education, Student Attitudes, *Teacher Response, Teaching Methods, Writing Apprehension, *Writing Evaluation, *Writing Instruction, *Writing Processes, *Writing Readiness

Research on the composition process and writing instruction has reiterated that red-pencilling students' literary efforts achieves mostly negative effects. Researchers contend that if teachers ignore the mechanics used (or misused) by beginning writers, if they encourage and stimulate the production of both oral and written language, reward the expression of ideas, and value fluency and creativity, then through reading others' words and generating their own, children will gradually recognize and use spelling rules, punctuation, and proper syntax. Most children arrive in first grade well equipped with the language necessary for composition, but few control transcribing spelling and mechanical rules. Two samples of writing exemplify this: one a perfectly spelled and punctuated two-word title, the other an extended, creative composition with several spelling and punctuation errors. The first indicates a fear of making errors, while the second indicates a willingness to take risks. Clearly, the second exemplifies an attitude that should be encouraged if the student is to become a proficient writer. Educators should be suspicious of first reactions to students' writing reactions usually in response to error or correctness.'' Educators must promote turning classrooms into supportive, safe places in which to learn, to practice, to err, and to take risks, in order to meet the needs of beginning writers. (Examples of beginning writers' compositions are appended.) (HTH)

ED 224 043 CS 207 285

Evans, Ron

The Friendly Interface for Computers and English Teachers.

Pub Date-Nov 82

Note-15p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (72nd, Washington, DC, November 19-24, 1982).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Computer Assisted Instruction, *Computer Literacy, *Computer Programs, *English Instruction, Higher Education, *Programing, *Programing Languages, Teacher Developed Materials

By exploring ways of designing computer-based instruction without having to learn a computer language and by learning ways of thinking that are compatible with the microcomputer, English teachers can take control of the computer in the classroom. Authoring languages are currently available that allow the teacher to input original subject material in personally styled language. Since computers also constrain thinking in very systematic ways, Structured English,'' a limited set of complex, imperative sentences in which adverbial clauses set conditions or times for commands to be performed, has been developed for use with flow chart figures to create teaching programs. By following rhetorical guidelines developed through experience with Structured English,'' teachers can create computer programs that actually engage or lead the learner with the intuitive insight of a live teacher. Sentences should be free of jargon and brief; commands should be invitational and supportive; choices should make a real difference; and the tone of all verb phrases should be friendly. Even with Structured English,''

modified flow charts, and authoring systems, an English teacher still must be able to imagine what will be displayed on the video monitor each step of the sequence. A script guide,'' a loose-leaf notebook providing precise communication between designer and programer, is an excellent tool for this purpose. (Figures include sample video displays of an authoring system.) (JL)

ED 224 084 CS 504 068

Miller, Dan Pyle

Coding Verbal and Nonverbal Messages of Relational Control.

Pub Date-Nov 82
Note-53p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Classification, *Communication Research, *Interaction, *Interpersonal Communication, *Interpersonal Relationship, Nonverbal Communication, Research Methodology, Speech Communication, Systems Approach, Verbal Communication

Arguing that a systems theory can be applied to the description and analysis of families and other close relationships, this paper first describes a method for coding verbal interaction that involves three steps: categorizing messages according to grammatical form and response mode, assigning control directions to those categories, and combining message control directions to form transactional types. The paper then describes the problems and choices involved in developing a method for nonverbal coding. The relational rules and patterns involved in these coding methods are described as indicants of the quality of the relationship. A methodology for integrating the verbal and nonverbal control codes is then presented for identifying and indexing relational patterns. Finally, a case study is used to relate the patterns indexed by integrating the control codes for speaker and listener to system maintenance and entropy. Transcripts of conversations from the case study and extensive tables of data are appended. (HOD)

EA

ED 224 137 EA 015 224

DiPrete, Thomas A. And Others

Discipline and Order in American High Schools. Contractor Report.

National Opinion Research Center, Chicago, Ill.

Spons Agency-National Center for Education Statistics (ED), Washington, DC.

Report No.-NCES-82-202

Pub Date-Nov 81

Contract-300-78-0208

Note-294p.; Some pages may reproduce poorly due to small print of original document.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC12 Plus Postage.

Descriptors-*Behavior Problems, Catholic Schools, *Discipline Policy, Discipline Problems, *Educational Environment, Grades (Scholastic), Homework, *Institutional Characteristics, Longitudinal Studies, National Surveys, Private Schools, Public Schools, Secondary Education, Statistical Analysis, *Student Behavior, *Student Characteristics, Student Educational Objectives, Student School Relationship, Tables (Data)

Identifiers-*High School and Beyond (NCES)

Discipline and misbehavior in American high schools are the focus of this analysis of data from the first wave (1980) of a longitudinal study of over 30,000 sophomores and over 28,000 seniors. A summary of the findings shows that differences between urban and other schools are usually statistically insignificant when other school and student characteristics are controlled. Catholic schools have the best behaved student bodies, followed by other private schools and public schools. Schools with better behavior records have a stable faculty, assign more homework, discipline misbehaving students, and enforce more rules. The analysis chapters interpret the data by (1) presenting the perceptions of students and the evaluations of school administrators of the problems caused by student misbehavior; (2) describing the association between misbehavior and student characteristics and exploring the complex relationships among misbehavior, course grades, hours spent on homework, and educational expectations; (3) showing the way in which levels of misbehavior vary with characteristics of schools; (4) comparing administrators' reports about rule enforcement with students' perceptions and analyzing the association between levels of discipline in the school and rates of misbehavior. (Author/MLF)

Mirkin, Phyllis And Others
Direct and Repeated Measurement of Academic Skills: An Alternative to Traditional Screening, Referral, and Identification of Learning Disabled Students.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Report No.-IRLD-RR-75
Pub Date-May 82
Contract-300-80-0622
Note-41p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Behavior Problems, *Handicap Identification, High Risk Persons, *Informal Assessment, Intermediate Grades, *Learning Disabilities, *Referral, Special Education, Teachers

Direct and repeated measurement of academic performance in the curriculum is an alternative to traditional referral and assessment models used in psychoeducational evaluation. This study (with 107 intermediate grade students at high risk for learning disability) contrasted a screening and referral procedure that used weekly measurement of performance in reading, spelling, and written expression with a traditional teacher referral procedure. The groups were compared with respect to referral rate, cognitive functioning, achievement level, social behavior, sex differences, and identification as learning disabled. The number of students referred through weekly measurement was similar to those referred by teachers. In addition, the results indicated that academic achievement is almost the sole criterion used in teacher referral, although teacher-referred students appeared to be more likely to be rated as behavior problems. Finally, students referred through weekly achievement measurement were as likely to have an aptitude-achievement discrepancy as students referred by teachers. (Author/DB)

ED 224 232 EC 150 615

Trohanis, Pascal L., Ed.

TADS and Technical Assistance: Readings on System Design, Needs Assessment, Consultation, and Evaluation.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.
Spons Agency-Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
Pub Date-82
Note-173p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Consultation Programs, Data Collection, *Delivery Systems, Demonstration Programs, *Disabilities, Early Childhood Education, Evaluation Methods, Models, Needs Assessment, Program Development, *Program Evaluation, *Technical Assistance
Identifiers-*Technical Assistance Development System

The document reviews the technical assistance process used by TADS (Technical Assistance Development System), a project to provide support to HCEEP (Handicapped Children's Early Education Program) demonstration projects serving young handicapped children and their families. Chapter 1, by P. Trohanis, focuses on a number of questions that people interested in using technical assistance in education should ask: what are the functions of a technical assistance (TA) system? how does TA work in education? what fields of inquiry have had an effect on the operation of present-day TA systems? how do I plan or refine a TA system? how has TADS structured its work with clients? and what has helped TADS achieve success? In chapter 2, T. Black et al. consider the concept of needs assessment in terms of what has been learned at TADS. The discussion is organized around three major topics definition of needs assessment, development of needs assessment processes, and an example of needs assessment procedures. The focus of a third chapter (by P. Trohanis et al.) addresses the process of arranging for consultants to assist clients in terms of the different kinds of consultation; the skills involved, and the problems in the process. In a final chapter, T. Suarez and P. Vandiviere describe the technology behind evaluation according to a general model which involves three focus points (purpose of the evaluation, audiences and their information needs, and nature of the program being evaluated) and five design components (including evaluation questions/criteria and data collection procedures). Appendixes contain sample forms developed at TADS to evaluate TA services and a list of publications on TA developed under the auspices of TADS or its staff. (SW)

ED 223 861 CE 034 413

Gordon, Henry A. And Others

Unemployment and Underemployment among Blacks, Hispanics, and Women. United States Commission on Civil Rights Clearinghouse Publication 74.

Commission on Civil Rights, Washington, D.C.
Pub Date-Nov 82
Note-111p.
Pub Type- Information Analyses (070) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adults, Affirmative Action, *Blacks, Employment Problems, *Equal Opportunities (Jobs), *Females, *Hispanic Americans, Males, Minority Groups, Sex Discrimination, Sex Fairness, Social Discrimination, *Underemployment, *Unemployment

Blacks, Hispanics, and women are more likely to be unemployed or underemployed than white males, regardless of economic conditions. This conclusion was drawn from an analysis of data gathered from the March Current Population Survey for the years 1971 through 1980, the Dictionary of Occupational Titles, and state and local unemployment rates supplied by the Bureau of Labor Statistics. The data were analyzed to determine whether factors other than discrimination could account for the disparities. These factors included economic expansions and contractions that might disproportionately affect some groups; regional and industrial variations in the economy; and individual factors, such as education, training, and age, that vary among groups. Disparities with employment rates of white males in the same areas or industries, however, remained fairly constant. Individual factors, such as education, training, and age, were found to play a part in the unemployment and underemployment rates, but only as minority groups tended to be younger and less educated and, therefore, more often unemployed than white males. When white males and minority males had the same education and were in the same age group, however, the minority males still tended to be unemployed or underemployed more often. White females had less unemployment than white males, but were more likely to be employed in lower-paying jobs. The study indicates that a greater effort is needed to end the discrimination that contributes to these statistics and to provide more equal job opportunities for all. (KC)

ED 224 272 EC 150 659

Kimmel, Susan MacGinitie, Walter H.
Children with a Perseverative Text Interpretation Strategy: The Effect of Text Organization. Technical Report Columbia Univ., New York, N.Y. Research Inst. for the Study of Learning Disabilities.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date-81
Contract-300-77-0491
Note-22p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Processes, Exceptional Child Research, Intermediate Grades, Paragraph Composition, *Reading Comprehension, *Reading Difficulties

Twelve fifth and sixth grade students were located who had much greater difficulty understanding inductively structured'' paragraphs (with the main idea near the end) than understanding deductively structured'' paragraphs (with the main idea near the beginning). Compared to other students of equal overall reading ability, these students had difficulty in two other tasks understanding paragraphs that required changing an initial impression and finding a word to fit a list of attributes when the most definitive attribute was last in the list. Results supported the hypothesis that there is a group of reading disabled children who can be characterized using a fixed-hypothesis text interpretation strategy and who have difficulty with inductive organizational structures that are common in texts written for children. (Author)

ED 224 292 FL 013 315

Thomas, Ursula

Bibliography of German Textbook Holdings of the University of Wisconsin-Madison.

Pub Date- 82

Note-39p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Career Planning, Elementary Secondary Education, Geography, *German, History Textbooks, Library Collections, Mathematics Materials, Political Science, Reading Instruction, Science Materials, Social Studies, Teaching Methods, *Textbooks

Identifiers-Austria, East Germany, Switzerland, University of Wisconsin Madison, West Germany

A bibliography is presented of textbooks used in school levels 2-9 in four German-speaking countries Austria, Federal Republic of Germany, the German Democratic Republic, and Switzerland. Because the textbook collection is intended to serve as material for research into the biases, prejudices, and national attitudes of these countries, the textbooks gathered concentrate on reading, history, geography, and social studies. The bibliography is arranged by country and classified according to subject matter, for example, reading, geography, history, social studies and political science, career orientation and vocational training, grammar, science and mathematics, and pedagogy and reference works. Each entry indicates the types of school for which the book or series is approved. (Author/AMH)

ED 223 824 CE 034 343

Hearings on Reauthorization of the Vocational Education Act of 1963. Part 12: Reindustrialization. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, Second Session on H.R. 66.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-29 Apr 82

Note-50p.; A few pages may not reproduce well due to small type. For related documents, see CE 034 344-345, and CE 034 465.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Economic Development, Educational Legislation, *Federal Legislation, Hearings, Industrialization, Postsecondary Education, Productivity, *School Role, Secondary Education, *Vocational Education

Identifiers-Reauthorization Legislation, *Reindustrialization, *Vocational Education Act 1963

This report documents a hearing to extend authorization of appropriations under the Vocational Education Act of 1963. The discussion focuses on the role of vocational education in economic revitalization and reindustrialization. Testimony includes prepared statements, letters, and supplemental materials from four individuals representing the Illinois State Chamber of Commerce, American Society for Training and Development, Ohio Department of Economic and Community Development, and Macomb Community College, Warren, Michigan. (YLB)

ED 223 843 CE 034 381

Shin, Masako T.

Combination Welding Technical Terms. English-Thai Lexicon. Introduction to Combination Welding. Thai Version. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.

Southern Illinois Univ., Carbondale. School of Technical Careers.
Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Pub Date-Jun 82
Contract-R-33-32-J-0542-400
Note-26p.; For related documents see ED 205 781-788 and CE 034 378-385. Translated by Pradit Chatcharhtkoon.
Language-English; Thai
Pub Type- Reference Materials - Vocabularies/Classifications (134) - Guides - Classroom - Learner (051) - Multilingual/Bilingual Materials (171)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Education, Adult Vocational Education, Bilingual Education, Bilingual Instructional Materials, Competency Based Education, Glossaries, Limited English Speaking, Postsecondary Education, Preservice Teacher Education, *Thai, *Trade and Industrial Education, Vocabulary, *Welding

This English-Thai lexicon and program introduction for combination welding is one of eight documents in the Multicultural Competency-Based Vocational/Technical Curricula Series. It is intended for use in postsecondary, adult, and preservice teacher and administrator education. The first two sections provide Thai equivalencies of English combination welding technical terms and Thai equivalencies of English combination welding equipment and tools. Section 3 is the Thai version of Introduction to Combination Welding.'' The duty-task index is then provided in Thai with major headings also given in English. (YLB)

ED 224 063 CS 504 041

Millar, Dan P. Yerby, Janet

Regression Analysis of Selected Personal Characteristics as Predictors of Small Group Leadership.

Pub Date-Nov 82

Note-26p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Ambiguity, College Students, *Communication Apprehension, *Communication Research, Communication Skills, Group Dynamics, Higher Education, Interpersonal Relationship, *Leadership, Listening Skills, *Peer Evaluation, *Predictor Variables, *Role Perception

A study explored the potential relationships between communication-relevant personal characteristics (listening ability, tolerance of ambiguity, interpersonal needs, and communication apprehension) and small group leadership. Thirty college students enrolled in a small group communication course completed a battery of instruments measuring each personal variable under study. They then selected themselves into six-person groups that remained intact for an entire semester. Each group was asked to discuss a complex topic using materials from real case studies. Twice during the semester, each group discussed some aspect of the topic in front of the entire class. In addition to their class work, the groups also met outside of class for further discussions. At the end of the semester, each group member was asked to evaluate the other members individually. This evaluation included a ranking of each person's contribution to the completion of tasks and to the group's social atmosphere. Regression analysis revealed a significant correlation between task and socioemotional leadership. Treating socioemotional rank as a predictor variable, communication apprehension appeared as the best predictor of task leadership, with lack of apprehension leading to behavior perceived by others as leadership. Few relationships appeared among the predictor variables and between the predictors and socioemotional leadership. (FL)

ED 224 103 EA 015 188

Bass, Gerald R.

Current Legislation regarding the Use of Geographical Isolation Factors in Public School Revenue Calculations.

Pub Date-16 Aug 82

Note-26p.; For related documents, see EA 015 186-187. Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (36th, San Marcos, TX, August 15-20, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Elementary Secondary Education, *Geographic Location, Mathematical Formulas, National Surveys, Population Distribution, *Rural Schools, *School Location, *School Support, *Small Schools, State Aid, *State Legislation, State Standards

Identifiers-*Isolation (Geographic), State Aid Formulas

Legislation from all states employing a geographical isolation factor in calculating revenue for public school districts is summarized in this paper. The inclusion of a geographical isolation factor in a state's distribution formula for state aid is a mechanism for providing additional revenue to small schools or school districts that, because of geographical location, cannot be consolidated into more efficient units. The paper is based on national surveys completed in 1980 and 1982. It was found that four states Nebraska, New Mexico, Pennsylvania, and Texas have enacted legislation providing for a geographical isolation factor using an isolation criterion based on density of population. Six states Colorado, Florida, Minnesota, Montana, Oregon, and South Dakota include an isolation criterion based on distance or travel time to another school or school district. Eight states rely on determination by a state agency to designate schools as geographically isolated. These include Alaska, Arkansas, Georgia, Idaho, Maine, North Carolina, Utah, and Washington. Finally, it was found that two states Florida and Minnesota also include a geographical isolation factor based on a formula. (Author/JM)

ED 224 121 EA 015 207

Wolfe, Leslie G.

Policy Development. Leader's Manual. Keys to School Boardsmanship. A Program of Continuing Education for School Board Members.

Montana School Boards Association, Helena.; National School Boards Association, Washington, D.C.; Northwest Regional Educational Lab., Portland, Oreg.; Washington State School Directors Association, Olympia.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-82

Contract-400-80-0105

Note-103p.; Some pages will not reproduce due to small print of original document. For related documents, see EA 015 201-212. Also contributing to the development of this document were the Idaho School Boards Association, the Oregon School Boards Association, and the Association of Alaska School Boards. Document also appears under the title Policy.''

Available from-Publications, National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, DC 20007.

Pub Type- Guides - General (050) - Non-Print Media (100)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Role, *Board of Education Policy, *Board of Education Role, Decision Making, Elementary Secondary Education, Leaders Guides, *Management Development, *Policy Formation, Program Administration, Program Development, Program Evaluation, Program Implementation, Public Policy, Self Esteem, *Workshops

Identifiers-*Board of Education Members

The materials in this manual are designed to help workshop leaders prepare for and present a workshop for school board members on the variety of variables that must be considered in the course of developing board policy. In the course of the workshop, board members are encouraged to develop stronger self-confidence as policy makers and increased understanding of their roles and the procedures involved in the policy-making process. The manual consists of six sections: an introduction; three sections on planning, presenting, and evaluating the workshop; a selection of resource materials; and a booklet for workshop participants. The discussion of planning contains information on the focus and scope of the workshop, an overview of workshop presentation, the grouping of participants, and familiarization with resource materials and equipment. The presentation section includes sequential descriptions of workshop activities, leader focuses for each activity, and instructions for conducting the activities. The resource materials provided include a paper on policy formation, a reprint of a published lecture on policy-making in the public sector, and masters from which transparencies for projection at the workshop can be reproduced. (Author/PGD)

ED 224 154 EA 015 246

James, Thomas

Public versus Nonpublic Education in Historical Perspective.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-IFG-TTC-6
Pub Date-Feb 82
Grant-OB-NIE-G-80-0111
Note-36p.; Prepared for the Tuition Tax Credit Seminar (Washington, DC, October 22, 1981).
Available from-Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 ($1.00).
Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Catholic Schools, *Educational History, Educational Objectives, Educational Opportunities, Elementary Secondary Education, Equal Education, Government School Relationship, Immigrants, *Private Education, Private School Aid, Private Schools, *Public Education
Identifiers-Mann (Horace), Pierce v Society of Sisters

Examined in this paper is some of the social history underlying the relationship between the public and private sectors of elementary and secondary education in the United States. Of particular concern are traditional motivations and rationales for resisting public authority in education. The analysis also touches on the evolution of special enclaves of privilege in which the equalizing goals of the public sector do not apply. Then it is asked why public authority, once it had become the dominant pattern in schooling, was not able to eradicate the private sector altogether from this nation's educational system. The paper suggests a historical perspective for looking at fundamental issues of authority, equity, and democratic purpose in education, whether public or private. (Author)

ED 223 785 CE 033 923

Norton, Robert E.
Viable Options for Improving Your Administrative Competence.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Pub Date-29 Sep 82
Note-13p.; Presented at the National Conference of the National Council of Local Administrators (Nashville, TN, September 29, 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrator Education, *Competency Based Education, Inservice Teacher Education, *Instructional Materials, *Learning Modules, *Management Development, Material Development, Postsecondary Education, Program Development, Research Utilization, *Vocational Education

Because of lack of time and a dearth of specific programs, vocational education administrators have difficulty in acquiring additional education. Three major steps have been taken to remedy this situation: (1) research has been conducted to identify and verify the competencies important to vocational administrators; (2) competency-based modules have been developed to address those competencies; (3) a variety of competency-based training program strategies have been devised and implemented in several states. While none of these activities can be viewed as a panacea for all vocational educators' training needs, involvement in a competency-based administrator education program is recommended to improve the administrative competence of vocational administrators. (A list of competency-based administrator educator education modules is included in the document.) (KC)

ED 223 983 CS 006 906

Mangano, Nancy G. Rupley, William H.
Group Reading Interaction Pattern Observation Instrument (GRIP) Training Manual (Long Research Form) Pub Date- 82
Note-115p.; For related document see CS 006 907.
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Classroom Observation Techniques, Classroom Research, *Classroom Techniques, *Data Collection, Elementary Secondary Education, Group Dynamics, Interaction, Lesson Observation Criteria, *Reading Habits, Reading Research, *Research Methodology, Student Behavior, *Teacher Behavior, Training Methods
Identifiers-*Group Reading Interaction Pattern Observation Ins

Designed to be used primarily for research purposes, this Group Reading Interaction Pattern Observation Instrument (GRIP) training manual specifies process behaviors used by the teacher during classroom instruction regardless of the subject matter. The instrument is comprised of three sections: (1) the Identifying Information Sheet, to provide investigators with baseline data related to school, grade level, teacher, class size, classroom organization, number of adults present, date, and observer; (2) the Activity/Material Grid to provide a description of teacher and student activities, materials used for instruction, and the degree of student engagement in meaningful classroom activities; and (3) the Interaction Chart to record the interactional patterns of the teacher and students during instruction, including the amount of time involved in direct instruction, transitions between instructional periods, and disciplinary action. Major categories found in the interaction charts are context, instructional behaviors, reading behaviors, questioning, answering, feedback, command, and social comments. An abridged version of the training manual is also included. (HOD)

ED 224 172 EA 015 297

Fringe Benefits for Superintendents in Public Schools, 1981-82. Part 1 of National Survey of Fringe Benefits in Public Schools. ERS Report.
Educational Research Service, Arlington, Va.
Pub Date-82
Note-52p.; For related documents, see EA 015 298-299 and ED 208 562.
Available from-Publications, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21670; $24.00).
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
Document Not Available from EDRS.
Descriptors-Board Administrator Relationship, Contracts, Elementary Secondary Education, *Employment Practices, Expenditure Per Student, Fees, *Fringe Benefits, Geographic Regions, Insurance, Leaves of Absence, National Surveys, *Public Schools, Retirement Benefits, School Districts, *Superintendents, Tables (Data), Travel, Vacations
Identifiers-*School District Size, Severance Pay, Tuition Benefit Programs

To help school boards and superintendents assess fringe benefit packages in their districts, this fourth biennial survey presents data on nonsalary compensation for public school superintendents in a national stratified sample of 1,036 of the nation's 11,313 public school systems. Arrayed in 38 tables, the data are classified by district enrollment size, expenditure per pupil, and geographic region. The variables covered include superintendents' years in their present position; contract length; transportation provisions and allowances; expense accounts; paid professional and civic or health club memberships; group and individual insurance and retirement plans; health examinations; tuition reimbursements; severance pay; and vacation, sabbatical, sick, and other leave provisions. Among the survey's many highlights are that almost all districts have transportation provisions, expense accounts, state retirement benefits, group hospital and medical insurance, and vacation leave for superintendents; but only three-fifths pay for professional association memberships; 30 percent allow paid sabbatical leave; and one-fifth grant tuition reimbursements. (RW)

ED 224 214 EC 150 397

Tachibana, Karen

The Humanities for the Handicapped: An Expansion of Media-Based, Open Learning System.

Miami-Dade Community Coll., Fla.

Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Media Services and Captioned Films Branch.

Pub Date- 81

Note-155p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-College Students, Course Content, *Curriculum Development, *Educational Television, Hearing Impairments, Higher Education, *Homebound, Instructional Materials, Material Development, Open Universities, Physical Disabilities, *Program Evaluation, *Severe Disabilities, Visual Impairments

The report describes field testing of an open collge project designed to adapt a collge-level media course for 19 homebound visually impaired, hearing impaired, and orthopedically disabled students. Student recruitment procedures and problems are described, as are staffing patterns of the project. Adaptation of the course, The Art of Being Human,'' is reviewed in terms of changes in textbook, television, and computer components for students with visual, hearing, and orthopedic disabilities. External evaluation results from questionnaires completed by students are reported for each disability group, with the general conclusions that students were very pleased with the project. Budgetary information is followed by an evaluation of the project's 12 objectives and a listing of recommendations for replication or development of similar projects. Appendixes include sample news releases, newspaper articles, appraisal forms, and student letters. (CL)

ED 224 254 EC 150 640

McCleary, Meredith E.

Vocational Education: A Delivery of Services for Handicapped Youth and Adults. A Slide/Tape Presentation.

Broward County School Board, Fort Lauderdale, Fla.

Pub Date-Apr 82

Note-16p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April 1982, Session W-70).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adult Education, *Disabilities, Employment, *Job Placement, Middle Schools, *Prevocational Education, Program Descriptions, Student Placement, Teamwork, *Vocational Education

Identifiers-Florida (Broward County)

The narration for a slide tape presentation describes vocational, technical, and adult education services offered by Broward County (Florida) for handicapped youth and adults. Program requirements are briefly described, as are exploratory prevocational services offered to middle school students, vocational work evaluation performed in grade 9, and job preparatory experiences provided for handicapped students age 14-adult. The principle of least restrictive placement is emphasized throughout the process, and the importance of teamwork between vocational educators, resource teachers, specialists, and paraprofessionals is noted. Special vocational programs include distributive education, industrial education, home economics, and agribusiness. On the job followup is provided to both the student and the employer. (CL)

ED 224 313 FL 013 348

Hoch, Frances S.

A Humanities Approach to International Business.

Pub Date-82

Note-7p.; Paper presented at the Eastern Michigan University Conference on Spanish for Bilingual Careers in Business (Ypsilanti, MI, March 18-20, 1982).

Available from-Not available separately; see FL 013 333.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-Business, *Business Education, College Curriculum, College Second Language Programs, French, Higher Education, Humanities, *Interdisciplinary Approach, *International Studies, *Languages for Special Purposes, Spanish

Identifiers-High Point College NC

The development of an interdisciplinary program in international business at High Point College is described. The program was developed in response to decreasing enrollments in advanced foreign language courses. Because a high proportion of the students are business majors, the language and business departments cooperated to serve their needs. The international business curriculum includes (1) the core of required business courses; (2) a core of four advanced language courses in conversation, advanced grammar and composition, civilization, and business Spanish or French; and (3) an additional core of courses in literature, international economics, cultural anthropology, political science, history, and geography. Relationships were established with members of the local international business community so that student interns could be placed in their exporting and importing departments. The program has been successful in stimulating advanced language course enrollments and in providing both specific skills and general humanities preparation. (RW)

ED 223 882 CE 034 449

Baran, Nancy H., Ed. Tarrant, Sharon M., Ed.
Your Recreation Dollar. Household International, Prospect Heights, IL. Money Management Inst.
Pub Date-81
Note-43p.; For related documents see CE 034 441-453.
Available from-Money Management Institute, Household International, 2700 Sanders Road, Prospect Heights, IL 60070 ($.75 each; set $5.00; quantity discounts available).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, Consumer Economics, *Consumer Education, Leisure Time, *Money Management, Motor Vehicles, Postsecondary Education, *Recreation, Recreational Activities, Secondary Education, *Travel, *Vacations

This booklet on recreation, 1 in a series of 12, covers all the basic aspects of personal- and family-money management. Suitable for use by high school and college students as well as adults, this handbook suggests ways to plan recreation expenses for special activities, equipment, and vacation travel. Section 1 looks at the need for recreation and getting the most from recreation through planning. In section 2, setting recreational goals and planning recreational expenses are discussed. Section 3 offers lists of recreation possibilities. Section 4 sets forth some general guidelines for renting equipment, buying new equipment and clothing, finding alternatives to renting and buying equipment, joining health clubs, and renting or buying recreational vehicles. Planning vacations and travel, discussed in section 5, focuses on considerations of destination, mode of transportation, foreign travel, and payment methods. A list of organizations, books, and pamphlets is provided. (YLB)

ED 223 921 CG 016 323

Gass, Carlton S.

Therapeutic Influence as a Function of Counselor Attire and the Seating Arrangement in an Initial Interview.

Pub Date-23 Aug 82

Note-16p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Clothing, College Students, *Counseling Effectiveness, *Counselor Characteristics, *Counselor Client Relationship, *Counselor Evaluation, Higher Education, *Rapport, Sex Differences

Identifiers-*Seating Preferences

Initial impressions of a counselor's credibility and attractiveness may affect the development of rapport as well as client attrition. Recent research has focused on contextual clues in the counseling setting which may influence client perceptions. The effects of counselor attire and the seating arrangement were examined in a counseling analogue in which 206 college students viewed a slide presentation and listened to a taped interview. Although the casual attire/no desk setting elicited the highest attraction ratings, the counselor was perceived as maximally expert in the formal attire/behind desk context. Females responded to the behind the desk arrangement with lower counselor ratings across all measures. Initial impressions were highly correlated with subjects' willingness to see the counselor. The results suggest that the meaning of individual cues for a client may be determined only within a more global context of other cues. (Author/JAC)

ED 223 942 CG 016 351

Shapiro, Abby Gross, Susan

Preliminary Follow-Up Evaluation of Participants in the Phoenix School: A Pilot Drug Program.

Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.

Pub Date-Feb 81

Note-22p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Adolescents, *Alcohol Education, Delinquency, *Delinquent Rehabilitation, Dropouts, *Drug Abuse, *Drug Rehabilitation, High Schools, High School Students, *Pilot Projects, Program Evaluation, Rehabilitation Programs, *Youth Problems

Identifiers-*Phoenix Project

The typical student who completed the Phoenix Program, a pilot program for treatment of students with drug and/or alcohol problems, at the time of referral by the high school counselor, was 16 years old, failing all courses, known to local police and juvenile authorities, and receiving short-term counseling with his/her family. To determine whether the effects of the program, especially in the areas of reduction of substance abuse and improved academic functioning, persisted once the student reentered the regular school (or work) environment, a follow-up analysis and evaluation, focusing on the first 12 students to attend the program, was made. Data were collected from students, parents, Phoenix School staff, receiving school staff, and student records about program experiences, reasons for students' leaving the school, pre- and post-Phoenix grades, attendance, acts of disruptive behavior, and drug/alcohol usage. Results revealed that: (1) students who were most successful in the Phoenix Program came from a regular school placement, rather than from special schools; (2) none of the students had received disciplinary action for drug-related incidents at the time of data collection; and (3) a general pattern of great improvement in behavior, attendance, and grades of students while in the program was followed by some slippage, but, in general, substantial improvement was noted, especially in grade point averages. Two case studies are appended. (PAS)

ED 224 044 CS 207 286

To the Teacher: P.S. Write Soon!
National Council of Teachers of English, Urbana, Ill.; Post Office Dept., Washington, D.C.
Pub Date-82
Note-9p.; For related documents see ED 181 463 and CS 207 287.
Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Orders for single copies are not accepted; available free of charge when ordering 20 or more copies of CS 207 287).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Elementary Secondary Education, *Learning Activities, *Letters (Correspondence), Teaching Guides, *Writing Exercises
Identifiers-National Council of Teachers of English, *Postal Service

Intended for teachers of grades 4 through 8 who want to adapt the activities listed in the publication P.S. Write Soon!'' for classroom use, this guide provides chapter by chapter examples of the kinds of classroom projects suggested by the book that can be incorporated into an existing unit on letter writing or used as the basis for letter writing activities throughout the year. Writing the world's longest letter, letters of welcome, or anywhere letters'' are some activities suggested for the book's first section, The Joy of Letter Writing.'' Projects suggested for the second section, Letters Make Things Happen'' include cut-and-paste business letters, comparison popping,'' and envelope tours. Making collage cards and invitations with cancelled stamps are two possibilities presented for section 3, Making Your Mail.'' Activities presented for the Fun with Letters'' section include having older students serve as scribes for younger children, show and tell with stamps, and starting a stamp club. Making the most out of abbreviation is the project that can be used with the next section, Addressing Your Mail.'' For the final section, Anything Can Happen,'' the guide suggests introducing students to the youthful letters of the famous. A bibliography covering letters in history and biography, letters in literature, books inspired by stamps, kids writing to celebrities, moving the mail, and other interesting books completes the guide. (JL)

ED 224 138 EA 015 227

Upshaw, Charles

Directory of Researchers in Educational Finance and Governance. Second Edition.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No.-IFG-PR-82-A21

Pub Date-Aug 82

Grant-OB-NIE-G-80-0111

Note-122p.; For a related document, see ED 206 105.

Available from-Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 (free).

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Educational Finance, *Educational Research, *Educational Researchers, Elementary Secondary Education, Governance, Higher Education, Politics, Research Projects, *School Law, *School Organization

Identifiers-*Politics of Education

Compiled to help educational researchers and policy makers learn about current, relevant research efforts, this directory lists 350 research projects in 4 broad categories: educational finance and economics, educational law, educational organization, and educational politics. The entries in each broad area are alphabetized by the researcher's name. Each entry has in addition the researcher's address, names of other researchers on the project, the project's title and specific subject area, a brief description of the project, and, often, information on the project's expected completion date or on the availability of project reports. Three indexes classify the projects by the researcher's name, the project's specific subject area, and the state in which the project is located. (Author/RW)

ED 224 273 EC 150 662

Deno, Evelyn N.

Educating Children with Emotional, Learning, and Behavior Problems.

Minnesota Univ., Minneapolis. Leadership Training Inst./Special Education.

Spons Agency-Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date-78

Grant-OEG-0-9-336005-2452

Note-211p.; The document was supported by a grant from the Exceptional Child Program.

Available from-Minnesota University, National Support Systems Project, 249 Fraser Hall, 106 Pleasant St., S.E., Minneapolis, MN 55455 ($4.00).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-Basic Skills, Behavior Change, Behavior Modification, *Behavior Problems, *Emotional Disturbances, *Learning Disabilities, *Mainstreaming, Parent Participation, Staff Development, *Teaching Methods, Teaching Skills, Tutoring

Intended primarily for regular education teachers, the book discusses the education of mainstreamed children with emotional, learning, and behavior problems. The first section addresses some of the critical issues that have to be taken into account in designing services for such children, including determining goals, defining the population, and defining mainstreaming. The second section deals more specifically with service model and instructional methods which have been found useful with mainstreaming, focusing on such aspects as behavior modification, basic skills, and evaluation of methods. Conditions and characteristics found conducive for succesful mainstreaming include state education agency sanction, placement alternatives, flexible organization, administrative sanction, professional sanction, support systems, pupil progress and program monitoring systems, classification bases, low profile services, teacher assistants, peer and cross age tutoring, parent involvement, staff development, teacher competencies, and time and patience. The appendix describes 12 mainstreaming programs around the country. (DLS)

ED 224 293 FL 013 316

Barrett, Ralph Pat, Ed.

The Administration of Intensive English Language Programs.

National Association for Foreign Student Affairs, Washington, D.C.

Pub Date-82

Note-104p.

Available from-National Association for Foreign Student Affairs, 1860 19th St., N.W., Washington, D.C. 20009 (Single copy, $1.00, 5 copies $2.00, 10 copies $3.50, additional copies $0.25).

Pub Type- Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-College Second Language Programs, *Curriculum Development, *English (Second Language), *Foreign Student Advisers, Higher Education, Instructional Materials, *Intensive Language Courses, Language Teachers, *Program Administration, Student Adjustment, Teaching Methods, *Testing

This collection of essays gives detailed information about the administrative organization, staffing, program, students, testing, and research regarding intensive English programs (IEP). The following essays are included: (1) Introduction,'' by R. Barrett; (2) The General Administration of the IEP,'' by R. Daesch; (3) The Selection of Intensive English Students,'' by R. Dakin; (4) Advising and the Intensive Course,'' by A. Bens; (5) The Amenities, Opportunities, and Conveniences in a New Home,'' by R. Dixon; (6) Student Management,'' by S. Imamura; (7) Faculty,'' by D. Eskey; (7) Curriculum Design and the Selection of Teaching Materials,'' by B. Taylor; (8) Student Development in the Intensive English Program,'' by R. Daesch; (9) Incorporating English for Specific Purposes Programs into an On-Going Intensive Program,'' by W. Longenecker; (10) The ESL Learning Laboratory,'' by J. Sheehan; (11) A Guide to References in ESL Methodology for the Intensive Program,'' by R. Barrett; (12) Student Evaluation,'' by P. Angelis; (13) The Evaluation of an Intensive English Program,'' by M. Saltzer; and (14) An ESL Administrator Looks at Research,'' by P. Munsell. (AMH)

ED 223 805 CE 034 250

White, Jim Alexander, Larry
Making an Adjustable C-Clamp. Kit No. 603. Instructor's Manual South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
Pub Date-82
Grant-SC-5058-76-I-211-0330
Note-57p.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Behavioral Objectives, *Equipment Utilization, Guidelines, *Hand Tools, Job Skills, Learning Activities, *Metal Working, Programed Instructional Materials, Secondary Education, *Tool and Die Makers, *Trade and Industrial Education, Vocational Education
Identifiers-*Clamps

This student activity kit consists of a programmed, self-instructional learning guide and an accompanying instructor's manual for use in teaching trade and industrial education students how to make an adjustable C-clamp. The student guide contains step-by-step instructions in the following areas: basic layout principles; use of a hack saw, file, vise, and tap and die to make thread; use of a table-mounted drill press; and construction of an adjustable C-clamp. Each section contains an instructional objective, a step-by-step explanation and illustration of the given process being addressed, and a checkpoint activity. Included in the instructor's manual are activity goals, instructional objectives, answers to the checkpoints provided in the learning activity manual, duplicating masters of a view fact sheet, drawings, and a student check sheet. (MN)

ED 223 825 CE 034 344

Hearings on Reauthorization of the Vocational Education Act of 1963. Part 14: Student Organizations. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, Second Session on H.R. 66.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-8 Jun 82

Note-72p.; Not available in paper copy becuase of small type. For related documents, see CE 034 343-345, and CE 034 465.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Educational Legislation, *Federal Legislation, Hearings, Job Skills, Leadership, Postsecondary Education, Secondary Education, *Student Organizations, *Vocational Education

Identifiers-Reauthorization Legislation, *Role, *Vocational Education Act 1963

This report doucments a hearing to extend authorization of appropriations under the Vocational Education Act of 1963. The discussion focuses on the role of the nine vocational student organizations in vocational education. Testimony includes prepared statements, letters, and supplemental materials from six individuals representing the Health Occupations Students of America; International Brotherhood of Electrical Workers; Crestview High School, Ohio; Vocational Industrial Clubs of America; Mack Trucks, Inc.; National Grange; American Industrial Arts Student Association; Distributive Education Clubs of America, Inc.; Future Business Leaders of America; Future Farmers of America; Future Homemakers of America; National Postsecondary Agricultural Student Organization; Office Education Association; and National Coordinating Council for Vocational Student Organizations. (YLB)

ED 223 844 CE 034 382

Shin, Masako T.

Fiberglass Technician Technical Terms. English-Thai Lexicon. Introduction to Fiberglass Technician. Thai Version. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.

Southern Illinois Univ., Carbondale. School of Technical Careers.

Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date-Jun 82

Contract-R-33-32-J-0542-400

Note-19p.; For related documents see ED 205 781-788 and CE 034 378-385. Translated by Pradit Chatcharhtkoon.

Language-English; Thai

Pub Type- Reference Materials - Vocabularies/Classifications (134) - Guides - Classroom - Learner (051) - Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Education, Adult Vocational Education, Bilingual Education, Bilingual Instructional Materials, Competency Based Education, Glossaries, Limited English Speaking, *Plastics, Postsecondary Education, Preservice Teacher Education, *Technical Education, *Thai, Vocabulary

Identifiers-*Fiberglass

This English-Thai lexicon and program introduction for fiberglass technician is one of eight documents in the Multicultural Competency-Based Vocational/Technical Curricula Series. It is intended for use in postsecondary, adult, and preservice teacher and administrator education. The first two sections provide Thai equivalencies of English fiberglass technician technical terms and Thai equivalencies of English fiberglass technician equipment and tools. Section 3 is the Thai version of Introduction to Fiberglass Technician.'' The duty-task index is then provided in Thai with major headings also given in English. (YLB)

ED 223 862 CE 034 415

Berman, Phyllis W., Ed. Ramey, Estelle R., Ed.

Women: A Developmental Perspective. Proceedings of a Research Conference Sponsored by the National Institute of Child Health and Human Development in Cooperation with the National Institute of Mental Health and the National Institute on Aging (Bethesda, Maryland, November 20-21, 1980).

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No.-NIH-82-2298

Pub Date-Apr 82

Note-395p.

Pub Type- Collected Works - Proceedings (021) - Reports - Research (143)

EDRS Price - MF01/PC16 Plus Postage.

Descriptors-Demography, Employment Patterns, *Family Life, *Females, *Health Needs, *Individual Development, *Labor Force, Middle Aged Adults, Older Adults, Reproduction (Biology), Sex Role, *Sexuality, Social Change, Social Development, Social Science Research

These proceedings consist of 26 papers delivered at a conference devoted to research on the health and development of women. The focus of the conference was on women's health concerns, female development from infancy to womanhood, women and work, reproduction and giving birth, women and the family, sexuality, and the middle and later years. Included among the papers presented are the following: The Natural Capacity for Health in Women,'' by Estelle R. Ramey; Women's Social Roles and Health,'' by Lois M. Verbrugge; Psychological Development of Female Children and Adolescents,'' by Jeanne H. Block; Socialization of Black Female Children,'' by Pamela T. Reid; On the Distinction between Sex-Role Attitudes and Sex-Linked Traits and Their Stability,'' by Robert L. Helmreich; Women in the Labor Force,'' by Carmen R. Maymi; Working Women and Child Care,'' by Harriet B. Presser; Pregnancy Outcome, Neonatal Mortality,'' by Joan E. Hodgman; The Women's Movement as Catalyst for Change in Obstetrical Care Service,'' by Carolyn Ferris; Social Change and Its Effect on Parents and Children: Limitations to Knowledge,'' by Lois W. Hoffman; Research on Adult Female Sexuality: The Next Decade,'' by Pepper Schwartz; and Implications for the Middle and Later Years,'' by Matilda White Riley. (MN)

ED 223 901 CE 034 541

Basic Principles of Marine Diesel Engines, 8-2. Military Curriculum Materials for Vocational and Technical Education.

Army Transportation School, Fort Eustic, VA.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-110p.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Behavioral Objectives, *Diesel Engines, Individualized Instruction, Learning Activities, *Mechanics (Process), Pacing, Postsecondary Education, Secondary Education, Tests, Textbooks, *Trade and Industrial Education

Identifiers-*Marine Equipment, Military Curriculum Project

This volume of student materials for a secondary/postsecondary level course in principles of marine diesel engines is one of a number of military-developed curriculum packages selected for adaptation to vocational instruction and curriculum development in a civilian setting. The purpose of the individualized, self-paced course is to acquaint students with the operating cycles and systems that make up a diesel engine. It provides theory that is useful in laboratory and on-the-job learning experiences. The course is divided into two lessons: Diesel Engine Construction, Principles, and Structural Parts; and Valve Gear, Fuel Injection, and Governors. These materials are included: the reference text, Basic Principles of Marine Diesel Engines'' (five chapters and an appended glossary); and a student workbook that details lesson objectives, reading assignments from the text, review exercises, and review exercise answer keys. A course examination is included, but no answers are provided. (YLB)

ED 223 964 CG 016 373

Rohrbaugh, Michael

The Strategic Systems Therapies: Measuring the Models.

Pub Date-Aug 82
Note-29p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982) and the Meeting of the American Family Therapy Association (Boston, MA, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Clinical Diagnosis, *Communication (Thought Transfer), *Counseling Techniques, Counselors, Cybernetics, *Family Counseling, Higher Education, *Models, *Systems Approach, Therapeutic Environment, Therapists, *Therapy

As family therapy becomes a serious intellectual disipline, the relationships among its leading variations require closer examination. To examine similarities and differences among four closely related approaches (brief, problem-focused therapy; structural family therapy; strategic family therapy; and systemic family therapy) and to determine if the therapy models are most closely related in theory, in practice, or considered variations on a common theme, representatives of four institutes where the models were developed completed a 60-item Family Therapy Questionnaire. Results indicated that despite common roots in cybernetics and systems theory, the four strategic systems therapies appeared to share less in concept than technique. The models shared a practical, strategic orientation to change, but differed in their conceptions of how problems were maintained systemically. In addition, the four approaches were closely enough related to the considered variations of a common clinical, if not theoretical, paradigm. The findings suggest that the systems therapies are growing rapidly, with developments in technique outstripping those in theory and research.

(PAS)

ED 224 003 CS 006 932

Rodriguez, Joan

The Relationship of Three Student Traits, Three Modes of Presentation, and an Inserted Mathemagenic Device to Learning from Prose.

Pub Date- 77
Note-36p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Advance Organizers, Community Colleges, Higher Education, *Magnetic Tape Cassettes, *Reading Comprehension, Reading Instruction, *Reading Materials, *Reading Research, Student Motivation, Study Skills, *Teaching Methods, Verbal Learning
Identifiers-*Mathemagenics

A three-part experiment was designed to determine the differential effects of using audio, print, or a combined form, together with an inserted organizational and attentional aid (mathemagenic device), or lack thereof, in a syllable lesson on the test scores of six types of community college students: those who were internally or externally motivated, those who scored high or low on a pretest, and those who scored high or low on a reading comprehension measure. In order to obtain the data to test these hypotheses, six treatments were administered to 144 reading students. Each treatment included a combination of one mode and use or nonuse of a mathemagenic device with a two-part lesson on the concept of the syllable. Results indicated (1) mathemagenic devices still tended to be more helpful than not, with the exception of the audio/print treatment, especially for externally motivated students; (2) the print mode was best for high-reading-comprehension groups with or without mathemagenic devices; (3) the audio mode worked best with the mathemagenic device for internally motivated students and high-pretest groups and was especially successful for the low-reading-ability group; and (4) the use of the audio/print mode had the tendency to give the poorest results of all treatment groups using mathemagenic devices. (Author/HOD)

ED 224 024 CS 207 266

Ruszkiewicz, John J.

Writing In'' and Across'' the Disciplines: The Historical Background.

Pub Date-Nov 82

Note-10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (72nd, Washington, DC, November 19-24, 1982).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational History, Educational Theories, Higher Education, *Interdisciplinary Approach, *Rhetoric, *Writing Instruction

Identifiers-*Writing across the Curriculum, Writing Programs

The forebears of writing in'' and across'' the disciplines are such historical figures as Aristotle and Cicero. They believed that rhetoric contained within itself all other disciplines. Renaissance rhetoricians also insisted upon assigning a moral cross-disciplinary dimension to rhetoric while at the same time the intellectual reforms and principles of Peter Ramus were stripping invention and arrangement away from rhetoric, leaving it master only of florid and obfuscated style. Sir Francis Bacon preferred not to have the arts and sciences separated, but would have them nourish and inform one another. He drew upon Aristotle's term invention'' to show how the across the disciplines'' character of rhetoric can teach the arts and sciences how to speak to each other. Thus it is appropriate to speak of both writing in'' the disciplines and writing across'' the disciplines, for it is neither the practical character of these courses nor their interdisciplinary nature that are their strengths, but only the two taken together, engendering inevitably the ethical, moral, and political questions and imperatives that should be at the core of any education. Three principles should guide current cross-disciplinary writing programs: (1) that writing promotes learning; (2) that writing is a complex developmental process; and (3) that a full universe of discourse must include a broad range of writing functions and audiences. (HTH)

ED 224 085 EA 015 043

Homer, Michael M.

Cooperative Education Director's Leadership Styles, Organizational Characteristics and Program Success in United States Colleges and Universities.

Pub Date-81

Note-180p.; Ed.D. Dissertation, Utah State University.

Available from-University Microfilms International, Dissertation Copies, P.O. Box 1764, Ann Arbor, MI 48106 (Order No. 8120715).

Pub Type- Dissertations/Theses - Doctoral Dissertations (041) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Administrative Organization, Administrator Characteristics, *Administrators, *Cooperative Education, Cooperative Programs, Geographic Regions, Higher Education, *Leadership Styles, National Surveys, Outcomes of Education, Program Administration, *Program Effectiveness, Questionnaires, Tables (Data)

The relationships among the leadership styles of cooperative education directors, the organizational characteristics of cooperative education programs, and program outcomes were investigated through a survey of a random sample of 139 cooperative education directors in two- and four-year colleges and universities in the U.S. Cooperative education involves the placement of students in productive work as part of the curriculum. Data on directors' perceptions of their leadership styles were gathered using the Leadership Opinion Questionnaire, which measures leaders' consideration (rapport with subordinates) and initiating structure'' (active arrangement of roles to attain goals). Other variables covered on a second questionnaire included director characteristics; geographic region; two- or four-year institution; organizational characteristics, including centralization, role configuration, program position within the organization, and procedural standardization and formalization; and five measures of program effectiveness, including costs per student placement and the ratio of cooperative to regular students. Statistical analysis revealed that two-year colleges and Northwest colleges were higher on program formalization and configuration, that standardization was positively related to placement costs, and that leadership consideration was positively related to the ratio of cooperative education students. The 16 appendices include a copy of the second questionnaire and additional data. (RW)

ED 224 104 EA 015 189

Wing, Richard L. And Others

Curriculum Development. A Handbook for School Districts.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.
Pub Date-82
Note-96p.; Some charts may reproduce poorly due to small, light print of original document.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Curriculum Design, *Curriculum Development, Educational Needs, Educational Objectives, Elementary Secondary Education, Financial Support, Needs Assessment, Planning, Program Evaluation, Program Implementation, *School Districts, State Programs
Identifiers-New York

This handbook has been prepared to assist administrators, curriculum specialists, and teachers in local school districts and boards of cooperative educational services (BOCES) in the state of New York in developing curriculum, but it could be used by local education agencies in any state. The introduction describes the role of the state and of local districts in curriculum development. Chapter 1 provides local education agencies with suggestions on how to prepare for curriculum development, with particular emphasis on leadership, administration, and supervision. The remaining chapters describe the development process itself under the headings needs assessment, planning, obtaining resources to support curriculum development activities, development of curriculum, implementation, and evaluation. Each element of the process is presented in a chart that is repeated in each chapter. Brief checklists are included as a means of assessing progress through each phase of the local curriculum project. (Author/JM)

ED 224 155 EA 015 247

Glazer, Nathan

The Future under Tuition Tax Credits.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No.-IFG-TTC-7

Pub Date-Mar 82

Grant-OB-NIE-G-80-0111

Note-32p.; Prepared for the Tuition Tax Credit Seminar (Washington, DC, October 22, 1981).

Available from-Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 ($1.00).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Discipline Problems, Elementary Secondary Education, Enrollment Influences, Federal Regulation, Institutional Characteristics, *Private Schools, Public Schools, *School Choice, *School Role, School Segregation, *Tax Credits, *Tuition, Urban Schools, Values

Tuition tax credits and their possible future effects from the point of view of a supporter are discussed in this paper. The discussion includes a look at the positive effects of homogeneity in schools, maintaining that achievement is higher in private schools, where students and parents share common attitudes toward discipline and education. Also looked at are possible changes in enrollment patterns resulting from tuition tax credits. It is asserted that very few changes would result in rural or suburban areas where people are satisfied with their schools, but that strongest effects would be felt in cities. The possible supply and demand response of education and education consumers is examined. The author concludes that maintaining independence from externally imposed rules would be crucial to preserve the present advantages of private schools. The paper concludes with an examination of divisiveness in American society and whether the concept of a common schooling'' can compete with the concept of free association.'' The author recognizes the value of a common schooling but believes that, in a country as diverse as ours, it may not be truly possible. He concludes that an opportunity for some to withdraw to a more homogeneous and effective environment can be provided without destroying our democracy or multiethnic society. (Author/JM)

ED 224 192 EC 150 374

Algozzine, Bob And Others

Teacher's Intervention Choices for Children Exhibiting Different Behaviors in School.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No.-IRLD-RR-76

Pub Date-Jun 82

Contract-300-80-0622

Note-49p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Behavior Problems, Elementary Education, Intervention, Mainstreaming, *Maturity (Individuals), *Perceptual Handicaps, Primary Education, Student Evaluation, *Teacher Attitudes

One hundred and seventy-four elementary classroom teachers reviewed a case study on a third-grade male student exhibiting either unmanageable behavior, socially immature behavior, or perceptual difficulties within the classroom, and then indicated their agreement with 40 statements of possible interventions for the student. A factor analysis indicated that teachers preferred interventions in which they would be involved. Different interventions were recommended for students exhibiting different behaviors approximately one-half the time. More severe interventions (e.g., drug therapy) were favored more often for an unmanageable student, and less severe ones (e.g., peer tutoring) for a student with perceptual difficulties. The results are discussed with regard to implications for serving students exhibiting different behaviors in school. (Author)

ED 224 233 EC 150 616

Biklen, Douglas Searl, Stanford J., Jr.

Parent Involvement: A Practical Guide about How to Involve Parents of Children with Disabilities in the Public Schools.

Syracuse Univ., NY. Special Education Resource Center.

Spons Agency-National Inst. of Education (ED), Washington, DC.; Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date- 81

Contract-300-80-0723

Note-29p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Advocacy, Compliance (Legal), *Disabilities, Elementary Secondary Education, *Parent Participation, *Parent Role, *Parent School Relationship

It is important that both parents of handicapped children and the schools serving them initiate efforts to enhance the parent-school partnership. Despite the greater parental role mandated by P.L. 94-142, the Education For All Handicapped Children Act, many parents of handicapped children still face frustration and noncooperatiion in their dealings with the public schools. Confrontations with the schools may result in feelings of isolation, resentment, and powerlessnss. Parents, however, have vital informatiion that school personnel can use in programing, such as knowledge about their child's unique communication methods, activity or food preferences, and behavior. Parents can assume advocacy roles if they are prepared and work together. Parent involvement initiated by the schools can become more meaningful through practical strategies involving parent input in Individualized Education Programs, use of parent/professional advisory boards, a wider range of parent groups, use of parents as teachers, a framework in which parents help other parents, and the use of parents in program evaluation. (CL)

ED 223 786 CE 033 924

Norton, Robert E.

Research and Development Related to Future Trends in the Training of Trainers.

ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
Pub Date-Oct 82
Note-26p.; Presented at the Meeting of the Technical Committee of the Asian and Pacific Skill Development Programme (4th, New Delhi, India, October 5-11, 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Competency Based Teacher Education, Educational Research, Inservice Teacher Education, Postsecondary Education, *Research Utilization, *Retraining, *Teacher Education, Teacher Educator Education, Technical Education, Vocational Education, *Vocational Education Teachers

Training and retraining for vocational educators and trainers is badly needed in order for them to keep up with rapidly changing technologies. In order to meet this need, new teaching strategies and new curricula are essential. Some recent research is having an impact on the training of trainers in the United States. This research has focused on technological updating, identification of new trainer competencies, the Developing a Curriculum (DACUM) approach to occupational (job) analysis, and an American Society for Training and Development (ASTD) study that has identified 15 role specializations to be used as a basis for identifying task and competency requirements. Some of the developments and trends in trainer training were found to be: (1) use of performance-based teacher education; (2) distance education (outreach) training programs; (3) adoption of competency-based certification standards; (4) changing roles of the instructor; and (5) establishment of a National Academy for Vocational Education. (Appendixes to the document include a summary of projects to update the technological knowledge of teachers, the DACUM job analysis procedure, an outline of performance-based teacher education, summary of an outreach program, and a list of titles of the performance-based teacher education modules available from the American Association for Vocational Instructional Materials.) (KC)

ED 224 064 CS 504 042

Remland, Martin And Others

Effects of Psychological Gender and Sex-Incongruent Behavior on Evaluations of Leadership.

Pub Date- 82
Note-14p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Androgyny, Behavior Patterns, *Communication Research, Females, Higher Education, *Leadership, Males, *Nonverbal Communication, Organizational Communication, *Personality Traits, Role Perception, *Sex Bias, Sex Differences, *Sex Stereotypes

A study investigated the effect of the psychological gender of the perceiver on evaluations of leadership performance of a male and a female manager engaging in either supportive or nonsupportive nonverbal communication with a male subordinate. Subjects were 139 male and 150 female undergraduates who had completed a personal attributes questionnaire several weeks prior to the experiment. Based on their psychological gender classification (sex-typed masculine or feminine, androgynous, and undifferentiated), subjects were randomly assigned to one of six experimental conditions in which a manager (male or female) interacted with a male subordinate about a production-oriented problem followed by a people-oriented problem so that his or her nonverbal communication behavior was either (1) supportive during the discussion of both problems, (2) nonsupportive for the production problem but supportive for the people problem, or (3) nonsupportive for both discussions. Analysis of results indicated that judgments about leadership were not affected by an interaction between the psychological gender of the subject and the sex-incongruent behavior of the managers. These findings conflict with earlier findings of sex-role stereotyping in various organizational contexts, perhaps because of the design of the experiment. These results do, however, provide qualified support for the prediction that supportive behavior is perceived as more considerate than nonsupportive behavior. (JL)

ED 224 122 EA 015 208

Wolfe, Leslie G.

Policy Is Power. Leader's Manual. Keys to School Boardmanship. A Program of Continuing Education for School Board Members.

Montana School Boards Association, Helena.; National School Boards Association, Washington, D.C.; Northwest Regional Educational Lab., Portland, Oreg.; Washington State School Directors Association, Olympia.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-82

Contract-400-80-0105

Note-131p.; Some pages will not reproduce due to small print of original document. For related documents, see EA 015 201-212. Also contributing to the development of this document were the Idaho School Boards Association, the Oregon School Boards Association, and the Association of Alaska School Boards.

Available from-Publications, National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, DC 20007.

Pub Type- Guides - General (050) - Non-Print Media (100)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Administrator Role, *Board of Education Policy, *Board of Education Role, Boards of Education, *Educational Administration, Elementary Secondary Education, Leaders Guides, *Management Development, Policy Formation, Program Administration, Program Development, Program Evaluation, Program Implementation, Superintendents, *Workshops

Identifiers-*Board of Education Members

The materials in this manual are designed to help workshop leaders prepare for and present a workshop for school board members on the roles of the school board and the superintendent in a systematic cycle of policy management. The workshop identifies the specific mechanical steps that might be considered as a school board moves to identify, write, and monitor its policies. The manual consists of six sections: an introduction; three sections on planning, presenting, and evaluating the workshop; a selection of resource materials; and a booklet for workshop participants. The discussion of planning contains information on the focus and scope of the workshop, an overview of workshop presentation, the grouping of participants, and familiarization with resource materials and equipment. The presentation section includes sequential descriptions of workshop activities, leader focuses for each activity, and instructions for conducting the activities. The resource materials provided include a paper on school board policy formation, a reprint of a published lecture on policy regarding policy-making in the public sector, and masters from which transparencies can be reproduced for projection at the workshop. (Author/PGD)

ED 224 173 EA 015 298

Fringe Benefits for Administrators in Public Schools, 1981-82. Part 2 of National Survey of Fringe Benefits in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.

Pub Date-82

Note-49p.; For related documents, see EA 015 297, EA 015 299, and ED 208 563.

Available from-Publications, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21672; $24.00).

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-*Administrators, Board Administrator Relationship, Collective Bargaining, Elementary Secondary Education, *Employment Practices, Expenditure Per Student, Fees, *Fringe Benefits, Geographic Regions, Insurance, Leaves of Absence, National Surveys, *Public Schools, Retirement Benefits, School Districts, *School Supervision, Tables (Data), Travel, Vacations

Identifiers-*School District Size, Severance Pay, Tuition Benefit Programs

To help school boards and administrative personnel assess the noncash compensation packages in their districts, this fourth biennial survey provides information on fringe benefits given administrators and supervisors (other than superintendents) in a national stratified random sample of 1,044 of the nation's 11,313 public school districts. Summarized in 30 tables, the data are classified by district enrollment size, per-pupil expenditures, and geographic region. The variables covered include administrators' and supervisors' leave provisions, group and individual medical and life insurance plans, professional liability insurance provisions, retirement plans, severance pay, tuition reimbursement, conference and meeting expenses, professional association memberships, transportation allowances, health examinations, and collective bargaining agreements. Most districts, according to the survey's findings, provide various insurance plans and group retirement systems, allow vacation leave, pay conference expenses, and give travel allowances, but only 43 percent pay professional membership dues, two-fifths offer severance pay, and one-quarter provide tuition reimbursement. (RW)

ED 224 215 EC 150 398

Scholl, Geraldine T., Ed.
Cooperation for Quality Services in a Period of Declining Resources. Institute Report.
Michigan Univ., Ann Arbor. School of Education.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Pub Date-82
Grant-G007901155
Note-164p.
Pub Type- Collected Works - Proceedings (021)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Advocacy, *Agency Cooperation, Community Resources, *Delivery Systems, Elementary Secondary Education, *Institutes (Training Programs), *Legislation, *State Programs, *Visual Impairments

The document contains edited versions of sessions from the 1981 Special Study Institute, the fourth in a series designed initially for state education consultants for the visually handicapped. Objectives of the 1981 Institute are listed to establish coordination, communication, and cooperation among teacher trainers; to develop interagency coordination skills; and to develop a regional plan for improving educational programs for visually handicapped students within that region. Following an introductory section, section 2 contains papers titled Special Education Legislation'' (J. Ballard), Categorical Legislation (I. Schloss), State Funding Perspective'' (W. Wilkin), and From the Legislator's Point of View'' (C. Kinsey). Responses from J. Hazekamp, H. Pace, R. Silberman, and J. Todd are offered. A third section on creative options for quality service delivery covers presentations titled Tapping into Volunteerism'' (S. McCurley), Tapping the Private Sector'' (I. Bord), and Professionals' Responsibility for Advocacy'' (S. Negrin). Seven papers in a fourth section include: The Specialist Approach'' (J. Hazekamp), The 'Generalist' Consultant'' (D. Livingston-White), The Commission Approach'' (L. Young), Maximizing the IRC's Instructional Resource Centers'' (J. Todd), Power of Parents'' (L. Robinson), Interagency Cooperation'' (S. Spungin), and State Strategies'' (P. Williams, Jr.). A final section contains five major suggestions for becoming politicaly involved, including getting members for the coalition and getting parents and clients, as well as professional paid workers, involved in the political process. Appendixes contain a list of Institute participants and a chart with national and regional programs outlining specific objectives, activities, a time line, resources needs, and evaluation methods. (SW)

ED 224 255 EC 150 641

Baker, Susan E. Kai, Carole

Variety School Approaches to Public Awareness.

Pub Date-Apr 82

Note-10p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Disabilities, Financial Support, *Handicap Identification, *Publicity, *Public Relations

Identifiers-Child Find, Hawaii

A novel fundraising approach for a nonprofit school for handicapped children in Hawaii includes bed racing, donation of entertainers' time for a concert, and a parade featuring children from the school. The fundraising event is also viewed as a way to fund unserved children with subtle learning problems. Suggestions are made for successful fundraising efforts (such as following up after the event to say thank you'' and listening to ideas for next year) and for child-find attempts (including using posters for advertisement and having major sponsors visit the facility to gain information about the event in which they want to participate). (CL)

ED 224 314 FL 013 349

Sosa, Luis F. Fernandez

A Business-Spanish Program Resulting From the Synergistic Combination of Courses in Communication, Language and Business.

Pub Date-82

Note-23p.; Paper presented at the Eastern Michigan University Conference on Spanish for Bilingual Careers in Business (Ypsilanti, MI, March 18-20, 1982).

Available from-Not available separately; see FL 013 333.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Business, Business Communication, College Curriculum, Communication Skills, *Curriculum Design, Higher Education, *Interdisciplinary Approach, *Languages for Special Purposes, *Spanish

Identifiers-Western Illinois University

The rationale and development of a business Spanish curriculum at Western Illinois University are described. Through a synergistic combination of courses from the College of Business and the communication and foreign language departments, eight new courses were created. The historical interrelationships of communication, language, and business, their pedagogic implications, the components of speech events, and the application of morphological analysis to curriculum design are explored. The courses, which were formulated to meet the goal of communication competence in Spanish for international business, are: (1) Spanish secretarial procedures, (2) business Spanish conversation and composition I and II, (3) business Spanish speech and grammar, (4) business Spanish writing and grammar, (5) Hispanic American business relations I and II, and (6) selected topics in business Spanish. Because these courses were developed from existing courses, they can be offered with little additional expenditure. The morphological approach to curriculum design allows flexibility in the choice of course topics. Such a program can also be adapted to teach business skills to Spanish speaking and bilingual students. (RW)

ED 223 883 CE 034 450

Baran, Nancy H., Ed. Tarrant, Sharon M., Ed.

Your Savings and Investment Dollar. Household International, Prospect Heights, IL. Money Management Inst.

Pub Date-81

Note-43p.; For related documents see CE 034 441-453.

Available from-Money Management Institute, Household International, 2700 Sanders Road, Prospect Heights, IL 60070 ($.75 each; set $5.00; quantity discounts available).

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adult Education, Consumer Economics, *Consumer Education, Insurance, *Investment, *Money Management, Planning, Postsecondary Education, Secondary Education

Identifiers-*Savings

This booklet on savings and investment, 1 in a series of 12, covers all the basic aspects of personal- and family-money management. Suitable for use by high school and college students as well as adults, this handbook shows how to develop a savings and investment program based on present and future needs and goals. Section 1 overviews savings and investment stages that are characteristic of the life cycle of most individuals and families. Section 2 discusses different forms of savings and characteristics of each form: bank accounts, savings accounts in savings and loans associations, government savings bonds, credit union shares, life insurance, annuities, social security in the United States, income security programs in Canada, and pension and retirement plans. These forms of investments, described in section 3, are investments in oneself (education), investments in durable goods, and investments in income-producing assets (securities, real estate, and ownership in businesses). Section 4 looks at personal net-worth statements as overall pictures of financial standings that are useful in planning future savings and investment programs. (YLB)

ED 223 922 CG 016 324

Fiske, Susan T. Beattie, Ann
Two Modes of Processing Affect in Social Cognition.
Pub Date-Aug 82
Note-23p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
Pub Type- Information Analyses (070) - Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, Affective Behavior, Emotional Response, *Interpersonal Attraction, *Interpersonal Relationship, Prosocial Behavior, Recall (Psychology), *Reliability, *Social Attitudes, *Social Cognition, Socialization, State of the Art Reviews, *Stereotypes

A fundamental problem in social cognition and person perception is the issue of consistency in impressions. Some conditions encourage people to stereotype others while other conditions encourage people to abandon their stereotypes. A study was conducted to identify the different kinds of eliciting conditions for piecemeal vs. stereotype processing and to show initial support for the dual-mode notion. Subjects saw a series of people described in terms of their jobs or attributes. In all cases stereotyping was more efficient than piecemeal processing or switching from one to the other. Piecemeal processing requires the perceiver to deal at the level of individual attributes not related to each other, and allows no guides to memory because there is no organized prior unit that represents the person. (JAC)

ED 223 984 CS 006 907

Mangano, Nancy G.
Group Reading Interaction Pattern Observation Instrument: (GRIP) Programmed Review (Long Research Form) Pub Date- 81
Note-99p.; For related document see CS 006 906.
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Classroom Observation Techniques, Classroom Research, *Classroom Techniques, *Data Collection, Elementary Secondary Education, Group Dynamics, Interaction, *Lesson Observation Criteria, Observation, Reading Habits, Reading Research, *Research Methodology, Student Behavior, *Teacher Behavior
Identifiers-*Group Reading Interaction Pattern Observation Ins

Designed to assist the observer in the understanding of the Group Reading Interaction Pattern Observation Instrument (GRIP) training manual, this programmed review contains a series of coding activities provided for the purpose of determining if each observer can differentiate between the categories and subcategories of the instrument as well as understand how behaviors are coded using the instrument. Coding exercises are provided for the following categories: (1) the activity/material grid; (2) context; (3) time and context; (4) sets purpose; (5) vocabulary; (6) engagement; (7) past learning; (8) introduction of lesson; (9) question and answering; and (10) feedback, command, social comments, and practice/application. Appendixes include answers to the scripts as well as blank interaction charts. An abridged version of the programmed review is also included. (HOD)

ED 223 806 CE 034 256

Crabtree, Myrna P. Watkins, Alice B.

Competency Based Social Education Modules for Youth and Adults in Correctional Institutions.

Florida International Univ., Miami.

Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date- 81

Note-194p.; Final product of project.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Adolescents, Adult Education, Adults, Behavioral Objectives, Budgeting, *Consumer Education, Correctional Education, *Correctional Rehabilitation, *Daily Living Skills, Decision Making, Family Life, Family Life Education, Goal Orientation, Home Economics, Hygiene, *Individual Development, *Institutionalized Persons, Learning Activities, Learning Modules, Money Management, *Parenthood Education, Prisoners, Self Concept, Social Cognition, Vocational Education, Young Adults, Youth

These 11 modules for incarcerated youth and adults are intended as small group and individualized instructional materials for social education on personal, family, and resource management. Each module has the following components: introduction and instructions; a list of terms; objectives, related activities, and a list of resources needed to complete the activities; a list of student resources; and appendixes. The appendixes include pre- and posttests, information sheets, worksheets, checklists, rating sheets, and answer keys to the pre- and posttests. Modules are divided into three areas. Personal Development and Care contains five modules on building a positive self concept, daily body care, projecting one's best image, goal setting, and building bridges between life during incarceration and after returning to the community. Family Life and Relationships contains two modules on communicating with children and disciplining children. Consumer and Money Management contains four modules on making decisions, planning a budget, planning for savings, and methods of saving money. (YLB)

ED 223 845 CE 034 383

Shin, Masako T.

Food Service Technical Terms. English-Thai Lexicon. Introduction to Food Service. Thai Version. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.

Southern Illinois Univ., Carbondale. School of Technical Careers.

Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date-Jun 82

Contract-R-33-32-J-0542-400

Note-37p.; For related documents see ED 205 781-788 and CE 034 378-385. Translated by Pradit Chatcharhtkoon.

Language-English; Thai

Pub Type- Reference Materials - Vocabularies/Classifications (134) - Guides - Classroom - Learner (051) - Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Education, Adult Vocational Education, Bilingual Education, Bilingual Instructional Materials, Competency Based Education, Cooking Instruction, *Cooks, Food Handling Facilities, *Food Service, Glossaries, Limited English Speaking, Maintenance, *Occupational Home Economics, Postsecondary Education, Preservice Teacher Education, Sanitation, *Thai, Vocabulary

This English-Thai lexicon and program introduction for food service is one of eight documents in the Multicultural Competency-Based Vocational/Technical Curricula Series. It is intended for use in postsecondary, adult, and preservice teacher and administrator education. The first two sections provide Thai equivalencies of English food service technical terms and Thai equivalencies of English food service equipment and tools. Section 3 is the Thai version of Introduction to Food Service.'' The duty-task index is then provided in Thai with major headings also given in English. (YLB)

ED 223 902 CE 034 542

Construction Mechanic Part I, 8-5. Military Curriculum Materials for Vocational and Technical Education.

Naval Construction Training Center, Port Hueneme, Calif.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-907p.; For related documents, see CE 034 543-545

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF06/PC37 Plus Postage.

Descriptors-Audiovisual Aids, *Auto Mechanics, Behavioral Objectives, Course Content, *Diesel Engines, Educational Resources, *Electrical Systems, Engines, Learning Activities, Lesson Plans, *Mechanics (Process), *Motor Vehicles, Postsecondary Education, Power Technology, Secondary Education, Technical Education, *Units of Study, Vocational Education

Identifiers-Military Curriculum Project

This course, adapted from military curriculum materials for use in vocational and technical education, is the first of a two-course series that teaches students to maintain and repair automotive and construction equipment using either gasoline or diesel engines. It covers basic combustion engine principles and electrical system principles as well as troubleshooting, diagnosis, and adjustment procedures. The course contains two phases covering 105 hours of instruction. Phase 1 on gasoline engines contains two units including an introduction to the course and information on gasoline-engine repairs and adjustments. Phase 2 on diesel engines covers maintenance and repair to Caterpillar, International, General Motors, and Cummins diesel engines. The course contains both student and teacher materials. Printed instructor materials include a curriculum outline for the course and instructor's guides for each phase. The curriculum outline includes an introduction to the course; outline of instruction; outline of training objectives; lists of texts, references, tools, equipment, materials, training aids and devices, training aid equipment; and a master schedule. The instructor guides include the lesson plans for each unit. Student materials include 7 job sheets, 11 information sheets, and 1 work sheet. (KC)

ED 223 943 CG 016 352

Bradbury, Thomas N. Solano, Cecilia H.

Power Tactic Preference in Dating Relationships: Sex Role, Personality Needs, and Satisfaction.

Pub Date-Aug 82

Note-17p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College Students, *Dating (Social), Higher Education, Human Relations, *Individual Power, *Interpersonal Attraction, Interpersonal Relationship, Participant Satisfaction, *Personality Traits, *Sex Differences, *Sex Role

Little attention has been directed to the use of power in dating realtionships. Recently, however, emphasis has shifted to studying dyadic processes, e.g., social exchange, self-disclosure, and the use of power, in relation to interpersonal relationships. To determine: (1) whether sex or sex role is a better predictor of power tactics in a dating situation, (2) if power use is related to specific personality characteristics, and (3) if direct power tactics are associated with higher levels of satisfaction in relationships, subjects (N 133 undergraduates) completed a questionnaire in which they described a current or recent dating relationship, answered questions about the length of and their level of satisfaction with the relationship, and responded to a list of 26 power strategies. Results indicated that the preference was for non-coercive and negotiation-oriented power tactics, inferring that these tactics might be the most available and successful in a voluntary, intimate relationship. Results confirmed that the type of power tactics used could be predicted from personality characteristics (e.g., persons with low need for dominance preferred acting helpless in order to get their way), and that the variations in preferred power use were better predicted by sex role than by sex (e.g., androgynous and masculine persons preferred the tactic of reasoning more than did feminine persons). Results also strongly support the theory that satisfaction is associated with the use of direct strategies. (PAS)

ED 223 965 CG 016 374

Denker, Martin W. And Others

An Approach to the Modeling of Long-Range Stability in Marital Dyads: The Use of Computer Simulation Methodology. Preliminary Draft.

Spons Agency-National Inst. of Mental Health (DHHS), Bethesda, Md.
Pub Date-13 Oct 81
Grant-NIMH-T32-MH-14594
Note-20p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Milwaukee, WI, October 13-17, 1981). Figures 2-10 are not filmed due to small print size.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, Behavior Change, *Behavior Patterns, *Computer Oriented Programs, Interaction Process Analysis, *Marriage, *Mathematical Models, Models, *Prediction, *Simulation, Spouses
Identifiers-*System Dynamics

Researchers are now attempting to improve techniques for studying stable behavior patterns in family systems over long periods of time, e.g., the marital dyad across several levels of function and dysfunction covering time periods of months to years. One approach to improving this research design is based on the assumptions that longitudinal studies will be improved if the expected time course of the behavior patterns can be forecast in advance, and that computer simulation is one of the best technical approaches available for problems in long-range forecasting. System Dynamics, a computer simulation approach that is designed to deal with behavior patterns of complex systems over extended time periods (even when those patterns involve relatively severe nonlinearities), was used to develop a model for dyadic interaction. The forecasting of behavior patterns in a marital dyad began from a mathematical model of the dyad, which contained two individuals,'' each represented by a mathematical model of personality function and a linking equation describing how each individual'' was influenced by behavior changes in the other individual.'' Date analyses of the simulation model supported the hypothesis that, assuming the validity of the Freudian model of individual personality function and the accuracy of its translation into a mathematical model, equations exist that link two individuals'' in such a way as to produce equilibrium for both individuals,'' even when neither individual'' model will tend to equilibrium, given the same starting conditions, without being linked in a dyad. Further investigation of this approach is needed. (HLM)

ED 224 025 CS 207 267

Wolsch, Robert A. Wolsch, Lois A. Cothran

From Speaking to Writing to Reading: Relating the Arts of Communication.

Report No.-ISBN-0-8077-2607-9
Pub Date-82
Note-318p.
Available from-Teachers College Press, 1234 Amsterdam Ave., New York, NY 10027 ($17.95 paper).
Pub Type- Books (010) - Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-*Communication Skills, Elementary Secondary Education, English Instruction, Higher Education, *Integrated Activities, Language Arts, Listening Skills, Motivation Techniques, *Reading Instruction, *Speech Instruction, Teacher Role, *Writing Instruction, *Writing Processes

Intended to promote insights into the composing process as a way of communicating with words, this book proposes ways to increase language sensitivity through a three-stage communication program: evoking visions through speech, fashioning revisions in writing, and sharing visions by reading. The first two chapters explain the stages of the program and offer suggestions for recognizing creativity in students' writing and for organizing time, space, and materials for inclass composition. Chapters 3, 4, and 5 provide a detailed look at the first stage in the program and offer suggestions for starting the composing process, using students' experiences to motivate their speaking and writing, and speaking and writing to shape students' experiences. Chapters 6 through 10 deal with the second stage of the communication program and offer suggestions for moving students from feeling to language and from language to invented form, for introducing different kinds of poetry and prose forms, and for criticizing students' work effectively. Chapter 11 details the third stage of the program and contains ideas for sharing student work with a variety of audiences. Appendixes contain discussions of the nature of composition, the value of composition, and ways to overcome blocks to communication and composition. (FL)

ED 224 045 CS 207 287

P. S. Write Soon! All about Letters (Grades 4-8).
National Council of Teachers of English, Urbana, Ill.; Post Office Dept., Washington, D.C.
Pub Date-82
Note-64p.; For related documents see ED 181 463 and CS 207 286.
Available from-National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 37962, $2.50 single copies, 20 or more $1.50 per copy, payment must accompany orders of less than $10.00).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Elementary Secondary Education, *Letters (Correspondence), *Writing Exercises
Identifiers-National Council of Teachers of English, *Postal Service

A joint project of the United States Postal Service and the National Council of Teachers of English, this book provides ideas and activities to help students in grades 4 through 8 get into the letter writing habit. Section 1 stresses the joy of writing letters to friends, relatives, pen pals, and celebrities. The second section describes letters that get results, such as those asking for information, to the editor, to radio and television stations, to business, and to government (up to and including the president). Ways to personalize stationery, the uses of postcards and greeting cards, and making your own envelopes are covered in section 3. Section 4 describes ways to use letters for fun, including playing games by mail, sending people poetry and stories, team writing with friends, artistic embellishment of envelopes, writing with invisible ink, writing for others who cannot, diary letters, and stamp collecting. The standard ways to address envelopes, postcards, and packages are promoted in the fifth chapter, which also explains zip codes and lists state and other common abbreviations. The final chapter recounts how a letter from an 11-year-old changed Abraham Lincoln's face. (JL)

ED 224 139 EA 015 228

Clune, William H., III

The Deregulation Critique of the Federal Role in Education.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.; Wisconsin Center for Education Research, Madison.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No.-IFG-PR-82-A11

Pub Date-Apr 82

Grant-NIE-G-79-0183; NIE-G-81-0009

Note-79p.; Prepared for the IFG Seminar on Law and Education.

Available from-Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 ($1.00).

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Block Grants, *Compliance (Legal), *Educational Objectives, Elementary Secondary Education, Federal Government, Federal Programs, *Federal Regulation, *Government Role, Legal Problems, Program Effectiveness

Identifiers-*Deregulation

The deregulation critique of the federal role in education asserts that education can be as productive with less federal intervention. This critique can be broken down into three groupings of separate criticisms. The first group denies the value or feasibility of federal goals. These criticisms insist either that federal goals are not worthwhile or not properly federal or that federal programs are unnecessary or ineffective. The second group of criticisms addresses the basic forms of federal intervention and implies the need for different means or policy instruments. Reduction not of aid but of the strings attached, through block grants, is one implication of such criticism, as is the suggestion that the federal role emphasize assistance in reaching goals rather than the monitoring of legal compliance. Finally, the third group of criticisms seeks to reduce legalisms'' in the techniques of federal intervention. However, not all legalisms are wasteful and some are as unrestrictive as possible, so wholesale delegalization'' may reduce programs' effectiveness. To benefit from deregulation without reducing effectiveness, deregulation at the levels of goals, forms, and techniques must be selective, reordering some federal priorities, maintaining conditional grants, and specifying contexts for the reduction of legalisms. (Author/RW)

ED 224 193 EC 150 375

Tucker, James And Others
Learning Disabilities: The Experts Speak Out.
Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Report No.-IRLD-RR-77
Pub Date-Jun 82
Contract-300-80-0622
Note-49p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Definitions, *Handicap Identification, *Incidence, *Learning Disabilities, Opinions, Surveys

Researchers, policy makers, and teacher trainers, who were identified by peers as being on the cutting edge'' of research and programming in learning disabilities, responded to surveys in 1975 (N 91) and 1981 (N 149). In both surveys the experts'' generally endorsed learning disabilities as a viable classification and asserted that learning disabilities are identifiable by specific symptoms or a syndrome of symptoms. Considerable variability in responses was evident with regard to the prevalence of learning disabilities among school-age children and the age at which a learning disability can be identified with assurance. Definitional issues were identified as central needs of the field. (Author/DB)

ED 224 234 EC 150 617

Taylor, Steven J. And Others

Traditional Barriers to Educational Opportunity: Unserved/Underserved Children and Young People in Special Education.

Syracuse Univ., NY. Special Education Resource Center.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Pub Date- 81

Contract-300-80-0723

Note-15p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Accessibility (for Disabled), Administrative Problems, Attitude Change, *Disabilities, Elementary Secondary Education, *Equal Education, Legal Problems, Political Influences, Preschool Education, Rural Areas, Social Bias, *Special Education, Transportation

Barriers to providing an appropriate public education to all children with handicaps are analyzed, and promising practices are identified to counter the effect of each. Nonbiased assessment procedures, vocational or educational curricula, and related services are seen as critical aspects in overcoming technological barriers, while attitude training for educators and nondisabled children is suggested to deal with attitudinal barriers. Jurisdictional barriers may be dealt with by such actions as legal and policy mandates and interagency agreements. Policies clearly defining roles and responsibilities of regular and special education personnel and materials on parents' and children's rights are among ways advocated for meeting administrative and political barriers. Architectural barriers may be surmounted by cost-effective design modifications, while economic barriers may be addressed through the use of existing facilities and the efficient use of volunteers. Also suggested are ways to handle personnel barriers (including staff incentive and training alternatives); logistical barriers (such as using mobile assessment teams in rural areas); legal barriers (model legislation and policies on preschool education and graduation competency requiremens); motivational barriers (encouraging youth to stay in school through work study approaches); and idiosyncratic barriers. (CL)

ED 224 256

EC 150 642

Johns, Antoinette And Others

916 ISD Summer Assessment Team Facilitator for Transition of Students from Agency to Public School Programs.

Pub Date-13 Apr 82

Note-26p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (60th, Houston, TX, April, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Disabilities, *Individualized Education Programs, *Interdisciplinary Approach, Language Acquisition, Motor Development, Needs Assessment, Program Development, Self Care Skills, *Student Evaluation, Summer Programs, *Teamwork

The presentation reviews the evolution of a summer special education assessment team. The interdisciplinary team grew from a due process specialist and occupational therapist to include a speech clinician. Their roles changed from processing students for special education to facilitating the transition of students and their families from private agencies to a public school program. Characteristics of effective interdisciplinary teams are listed, including defined boundaries and common language. The team process is described, and needs of agencies, staff, and parents identified. The student evaluation and Individual Education Program development process are charted for 1979/80, 1980/81, and 1981/82. Assessment team data are also summarized according to motor, personal-social self care, and language development. (CL)

ED 224 274 EC 150 663

Epstein, Carol B.
The Gifted and Talented: Programs that Work.
National School Public Relations Association, Arlington, Va.
Pub Date-79

Note-103p.; One of a series of Education USA Special Reports.''
Available from-National School Public Relations Association, 1801 N.
Moore St., Arlington, VA 22209 ($9.95, Stock No. 411-13351).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Attitude Change, Creativity, Definitions, *Educational Needs, *Educational Trends, Elementary Secondary Education, *Gifted, Government Role, Leadership, Parent Education, Preschool Education, *Program Descriptions, Program Design, *Program Effectiveness, State Programs, Student Characteristics, Talent Identification, Teacher Characteristics

The book examines the current status of education for the gifted in the United States and looks at characteristics of good programs. Considered in the first chapter are increasing interest in programs for the gifted and talented, expansion of the definition of gifted,'' increased government commitment, and the evolution of programs in Cleveland and New York City. The chapter on the status of gifted education today provides a brief review of recent developments in each state. Discussed in the third chapter are characteristics of the gifted and talented, creativity and other types of giftedness, and a program for gifted students with learning disabilties. Stressed in the chapter on identifying the gifted and talented is the importance of early identification and the use of many identification methods. The fifth chapter examines different learning needs of gifted children, the use of the arts to identify high potential, leadership ability, and characteristics of successful teachers of the gifted. Program design is considered next with sections on options for program structure, requirements of a good program design, and steps in developing a program. The final chapter focuses on educating parents and the public with examples of an outdoor education program, a preschool program for exceptionally precocious children, and the use of mentors to guide the gifted. Lists of appropriate publications and organizations are also provided. (DB)

ED 224 294 FL 013 317

Burtoff, Michele And Others

Manual for ESL Teacher Training and Staff Development.

Center for Applied Linguistics, Washington, D.C. Language and Orientation Resource Center.

Spons Agency-Office of Refugee Resettlement (DHHS), Washington, D.C.

Pub Date- 82

Grant-96-P-10002-01

Note-106p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Adult Learning, *English (Second Language), *Orientation Materials, Postsecondary Education, *Refugees, Teaching Guides, *Training Methods

This packet is presented for use as a trainer's manual in offering technical assistance and teacher training to refugee English as a second language (ESL) programs. It is the result of a working session of experienced professionals that was convened by the Language and Orientation Resource Center (LORC), and it presumes some previous knowledge of the content as well as experience on the part of those who will use it. The manual consists of six sections: an introduction, definitions of technical assistance which the trainer may be asked to provide, a description of the keys to effective training, topics of concern to the trainer and to the ESL client, the planning and presentation of workshops, and a discussion of resources. It is noted that the third section is the core of the manual because this section provides the trainer with the basis on which to develop any training session regardless of topic. In addition, this section presents the content that should be taught to other trainers. (Author/AMH)

ED 224 004 CS 006 933

Statement of Standards for Reading Instruction.
New York State Education Dept., Albany. Bureau of Reading Education.;
New York State Reading Association.
Pub Date-Feb 78
Note-20p.; For related document see CS 006 934.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Philosophy, Elementary Education, *Evaluation Criteria, Program Content, *Program Development, *Program Evaluation, *Reading Instruction, *Reading Programs, *Standards

Intended for teachers, administrators, school board members, or parents, the standards presented in this booklet may be used both as a guide in constructing a total reading program and as a guide for examining an already existing program. Following an introduction, the ten standards are outlined, then presented in greater detail, along with the rationale behind each. The standards cover the following components of a reading program: (1) school district philosophy, (2) curriculum, (3) instruction, (4) evaluation, (5) special services, (6) reading specialists, (7) classroom staff competencies, (8) staff development, (9) budget, and (10) records and reports. The guide concludes with information on two resources to facilitate the use of the standards. (HTH)

ED 224 105 EA 015 190

Teacher Evaluation. A CTF Conference Report.
Canadian Teachers' Federation, Ottawa (Ontario).
Report No.-ISBN-0-88989-128-1
Pub Date-Sep 82
Note-122p.; Report of a workshop sponsored by the Canadian Teachers' Federation (CTF) and held in Ottawa, Ontario (Canada), May 17-19, 1982. Figure 6 may not reproduce due to small, light print of original document.
Pub Type- Collected Works - Proceedings (021) - Information Analyses (070) - Opinion Papers (120)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Check Lists, Civil Rights, Classroom Observation Techniques, Classroom Research, Competence, Court Litigation, Educational Research, Elementary Secondary Education, *Evaluation Methods, Foreign Countries, Instructional Improvement, *State Legislation, *Teacher Dismissal, *Tcacher Effectiveness, *Teacher Evaluation, Teacher Improvement, Teacher Role, Teachers, Teacher Supervision
Identifiers-Canada, Teacher Rights

At this workshop, representatives of Canadian provincial teachers' associations came together to share information and discuss appropriate policy directions related to the evaluation and supervision of teachers. This report contains the texts of four major presentations and a summary of a panel presentation made at the meeting. The first presentation, on issues in teacher evaluation, discusses problems with the teacher evaluation process, including techniques, policies and procedures, goals, classroom observation, criteria, and rating forms. The second presentation, on the legal dimensions of teacher evaluation, focuses on the use of a teacher evaluation system to provide a basis for teacher dismissal, citing relevant provincial legislation and court cases. In the third presentation the speaker reviews research on teaching effectiveness and teaching strategies that can be used as a basis for teacher evaluation. The fourth presentation reviews advantages and disadvantages of several teacher evaluation techniques. A brief final section of the report presents a panel discussion on the appropriate outcomes of teacher evaluation. (Author/JM)

ED 223 826 CE 034 345

Hearings on Reauthorization of the Vocational Education Act of 1963. Part 15: State Advisory Councils. Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, Second Session on H.R. 66.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-16 Jun 82

Note-138p.; Appendix may not reproduce well due to small type. For related documents, see CE 034 343-344, and CE 034 465.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-*Advisory Committees, Educational Legislation, *Federal Legislation, Hearings, Participative Decision Making, Postsecondary Education, Secondary Education, *Vocational Education

Identifiers-Reauthorization Legislation, Role, *State Advisory Councils, *Vocational Education Act 1963

This report documents a hearing to extend authorization of appropriations under the Vocational Education Act of 1963. The discussion focuses on the role of the state advisory councils in vocational education. Testimony includes prepared statements, letters, and supplemental materials from advisory council members from Pennsylvania, New York, Florida, Idaho, Nevada, and Maryland as well as from a Representative in Congress fom the State of North Dakota, and the president of the National Association of Executive Directors of State Advisory Councils on Vocational Education. (YLB)

ED 223 863 CE 034 416

Auto Body Repair 103, 203, 303.
Manitoba Dept. of Education, Winnipeg.
Pub Date-82
Note-242p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Audiovisual Aids, *Auto Body Repairers, Behavioral Objectives, Course Content, Educational Resources, Equipment, Hand Tools, High Schools, *Learning Activities, Machine Tools, Metal Working, Motor Vehicles, Painting (Industrial Arts), *Shop Curriculum, State Curriculum Guides, Teaching Methods, Technical Education, Trade and Industrial Education, *Units of Study, Vocational Education, Welding
Identifiers-*Manitoba, Power Tools

As part of the high school vocational industrial program in Manitoba, this course has been designed to provide students with the foundation for a career in auto-body repair. The program introduces and provides opportunities for student skill development in the theories and techniques of tool and equipment operation, metallurgy and welding, damage analysis, frame and alignment replacement and repair, refinishing and painting, and shop organization and management. The course emphasizes attainment of industry-level standards in an effort to promote career success and personal satisfaction. The program, consisting of 12 blocks with the first 10 being essential, is expected to make up 50 percent of the student's education in this area. Each block is organized to meet its specific objectives and includes teacher's notes, suggested activities for each goal or objective, and suggested supplemental materials. A bibliography of printed materials and audiovisual aids follows the blocks. (KC)

ED 223 923 CG 016 325

Harvey, Karen D.
Self-Concept: An Annotated Bibliography.
Pub Date-82
Note-15p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, *Children, *Classroom Techniques, Elementary Secondary Education, *Individual Development, Parent Child Relationship, *Self Actualization, *Self Concept, *Self Esteem, Social Cognition, Student Teacher Relationship, Teacher Education

This annotated bibliography deals with self-concept and the related terms of self-regard, self-esteem and self-actualization. The materials emphasize books which help the professional understand the construct and the problems of measurement, major principles, and the reviews of research. The bibliography also provides an overview useful to pre-service and in-service educators. Topics include classroom techniques for enhancing self-concept, parent-child and student-teacher relationships, research methodology, and individual development. The items are listed alphabetically by author's last name. (JAC)

ED 223 985 CS 006 908

Pinelli, Thomas E. And Others

Survey of Reader Preferences Concerning the Format of NASA Technical Reports.

National Aeronautics and Space Administration, Hampton, Va. Langley Research Center.

Report No.-NASA-TM-84502

Pub Date-Aug 82

Note-89p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Illustrations, *Layout (Publications), *Military Organizations, *Occupational Surveys, *Reading Habits, *Reading Research, *Research Reports, Technical Writing

Identifiers-National Aeronautics and Space Administration, *Reader Preferences

This report presents the results of internal and external surveys of engineers and scientists at Langley Research Center and in the academic and industrial communities concerning the format of technical reports of the National Aeronautics and Space Administration (NASA). After stating the purpose of the study and defining the terms, the report examines the history and growth of technical report literature, the use and assessment of NASA technical reports, audience analysis as a function of report organization, and how the technical report is read. Research methodology and procedures discussed are related to the questionnaire design. The data are presented according to 12 survey topics: (1) order in which users read or review report components, (2) components reviewed or read to determine whether to read the full report, (3) report components which could be deleted, (4) desirability of a table of contents, (5) desirability of a summary in addition to an abstract, (6) location of the definition of symbols and glossary of terms, (7) when appendix material is read, (8) location and use of illustrative material, (9) format of reference citations, (10) specification of units for dimensional values, (11) column layout and right margin treatment, and (12) person and voice. Findings and conclusions are reported according to the 12 survey topics. Appendixes include the survey questionnaire, letters of request for participation, letters of appreciation and/or reminders, and the questionnaire with aggregate tallies for the internal and external survey. (HOD)

ED 224 065 CS 504 044

Skopec, Eric Wm.

Ethical Implications of Thomas Reid's Philosophy of Rhetoric.

Pub Date-Nov 82

Note-16p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Ethics, *Models, *Moral Values, *Philosophy, *Rhetoric

Identifiers-*Reid (Thomas)

Eighteenth century Scottish philosopher Thomas Reid's emphasis on first principles of knowledge is fundamental to his ethics of rhetoric. Reid found the reduction of mental activities to material phenomena by Hobbes and others to be particularly odious and destructive of common sense. Turning to the analysis of human nature, he developed a radical distinction between mental and physical processes and posited the existence of a natural faculty, common'' or moral'' sense, that intuitively perceives truth and falsity. He enumerated sets of first principles governing necessary truths, contingent truths, and moral truths. His six general and five particular first principles of morals apply to three fundamental problems in the ethics of rhetoric: (1) identifying legitimate ends of discourse, (2) legitimizing techniques of influence, and (3) educating the moral rhetor. Although it is unlikely that knowledge of one rhetorical system contributes to knowledge of another, Reid's philosophy has much of potential interest to us because there is a close parallel between the problems he confronted and some with which rhetorical theorists struggle today. (JL)

ED 224 086 EA 015 044

Koch, E. L.

Quality of Working Life (QWL) Applied to Educational Organizations.

Pub Date- 81

Note-17p.; Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (35th, Seattle, WA, August 16-21, 1981).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Administration, Educational Environment, Humanism, Industrial Structure, *Job Enrichment, Job Satisfaction, *Labor Relations, *Organizational Development, Quality of Life, Social Influences, Social Values, *Work Environment

Identifiers-Quality of School Life, *Quality of Working Life

There has been for over a century a movement for the humanization of work. The movement's two branches a European one emphasizing worker alienation and structural change and a North American one emphasizing job enrichment have converged somewhat as the concept of quality of work life'' (QWL) has emerged in the 1970's. Business concepts like QWL, it should be noted, are often borrowed by education. QWL has emerged at this time for many reasons, including increasing alienation, young workers' higher expectations, declining power of traditional institutions, desire for civil liberties in the workplace, and technological change. As currently defined, QWL is a broad philosophical concept with a humanistic value framework and a concern for traditional labor relations items, self-actualization, changing organizational culture, intrinsic meaning and social support, and social responsibility; QWL as a long-term process stresses participation, development, and workers' influence on their job environment. The introduction of QWL at General Motors' Tarrytown plant illustrates its positive effects. QWL's humanistic aspects make it very compatible with education, though QWL's sociotechnical aspects are not as applicable. Educational areas in which QWL might be applied include labor relations, community participation, student motivation, stress, staff development, and school decentralization. (Author/RW)

ED 224 156 EA 015 248

Muller, Carol Blue

The Social and Political Consequences of Increased Public Support for Private Schools.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No.-IFG-TTC-8

Pub Date-Apr 82

Grant-OB-NIE-G-80-0111

Note-37p.; Prepared for the Tuition Tax Credit Seminar (Washington, DC, October 22, 1981).

Available from-Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 ($1.00).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Access to Education, Elementary Secondary Education, Financial Support, Parochial Schools, *Political Socialization, Private School Aid, Public Schools, School Choice, *School Role, School Support, *Social Stratification

The potential consequences of increased public support for private schools are investigated in this paper. It begins with an examination of two social purposes of education: political socialization (or the acquisition of a common language, knowledge of one's government, knowledge of the role of the citizen, and tolerance for varying points of view) and reduction of stratification (or promotion of equality). Next, the possible changes resulting from greater public aid to private school are suggested, based on the current situation of public and private schools, and on the incentives within various proposals for increased public support. Finally, the impact of these possible changes on the goals of education in a democratic society are assessed, with regard to political socialization, social stratification, and political and financial support for public schools. (Author/JM)

ED 224 315 FL 013 350

Ozete, Oscar

Techniques for the Commercial-Spanish Class.

Pub Date-82

Note-18p.; Paper presented at the Eastern Michigan University Conference on Spanish for Bilingual Careers in Business (Ypsilanti, MI, March 18-20, 1982).

Available from-Not available separately; see FL 013 333.

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-*Business, Business Communication, *College Second Language Programs, *Course Content, Higher Education, *Languages for Special Purposes, *Spanish, Teaching Methods

Identifiers-Indiana State University

The content and teaching methods of the commercial Spanish course at Indiana State University are detailed. The course emphasizes the conveyance of written information while improving the speaking skills of the less advanced students. Among the topics covered are employment correspondence, the job market for bilinguals, resumes, business correspondence, promotional literature and advertising, and cultural values and business behavior of Latin Americans. Instructional materials and techniques include surveys and writing of want ads, career planning, letter writing, dialogs on business topics, translation of business letters, review of problem areas in language usage, study and composition of advertisements, readings on cultural and business topics, and preparation of research papers. (RW)

ED 223 787 CE 033 926

Strelow, Ann C.

Objectives and Teaching Methods Used in Older Adult Peer Counselor Training.

Pub Date-May 82
Note-88p.; Master's thesis, University of Minnesota.
Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Counselor Training, *Older Adults, *Peer Counseling, Program Development, Program Implementation, *Teaching Methods, *Training Methods

A research project was conducted to describe the curricula and teaching methods of senior peer counselor training projects in the United States. Senior peer counselor training projects were identified through contacts with state and territorial agencies on aging and with professionals in aging and mental health centers. Project directors were asked to complete a questionnaire rating the amount of emphasis various themes, skills, and attitudes received in their projects. Questionnaires were returned for 18 projects. The results of the study indicate there is general agreement among directors of senior peer counselor training projects about content and teaching methods. The skills most often stressed in the projects were one-to-one counseling, active listening, problem identification, information and referral, advocacy, and assertiveness. Themes agreed on by 67 percent of the projects were general counseling, loss of spouse, information and referral, health education, legal advocacy, consumer counseling, and chemical dependency. Attitudes receiving a strong emphasis in the projects dealt with the appreciation of caring in helping others, valuing the worth and dignity of individuals, respecting the client's right to make the final decision, valuing the role of paraprofessional peer counselors, and maintaining confidentiality. It was concluded that educators training older adults to counsel their aged peers can use the themes, skills, and attitude objectives identified in this study as a basis for developing, conducting, and evaluating their training projects. The teaching methods identified also could be used in peer counseling training programs. (KC)

ED 223 884 CE 034 451

Baran, Nancy H., Ed. Tarrant, Sharon M., Ed.
Your Shopping Dollar. Household International, Prospect Heights, IL. Money Management Inst.
Pub Date-82
Note-33p.; For related documents see CE 034 441-453.
Available from-Money Management Institute, Household International, 2700 Sanders Road, Prospect Heights, IL 60070 ($.75 each; set $5.00; quantity discounts available).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, Consumer Economics, *Consumer Education, Consumer Protection, Merchandise Information, *Money Management, Postsecondary Education, *Purchasing, Secondary Education
Identifiers-*Consumer Skills

This booklet on shopping, 1 in a series of 12, covers all the basic aspects of personal- and family-money management. Suitable for use by high school and college students as well as adults, this handbook tells how to plan spending, develop shopping skills, and handle consumer problems effectively. Section 1 on consumers and the economy overviews consumer rights and responsibilities. Planning one's spending is considered in section 2, including analyzing values, setting financial goals based on the values, deciding the best use of resources, and knowing one's needs. Section 3 focuses on activities before buying, such as gathering information and developing a shopping plan. Section 4 discusses advantages and disadvantages of various sellers, including retail shopping facilities, direct selling, mail-order shopping, factory outlets, auctions, garage sales, flea markets, and second-hand shops. In section 5, suggestions are offered for buying goods and services. Other hints are provided regarding sales, coupons, and trading stamps; recognizing frauds; and following shopping etiquette. The final two sections discuss payment methods and handling complaints. A list of organizations, books, and pamphlets is provided. (YLB)

ED 223 944 CG 016 353

Yoder, Janice D. And Others

Mentors: A Debt Due from Present to Future Generations.

Pub Date-Aug 82
Note-8p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Coeducation, College Graduates, *Females, Higher Education, *Mentors, Peer Influence, *Professional Development, *Role Models, *Tokenism, Womens Athletics, Womens Education
Identifiers-*Military Academy (West Point) NY

Research has shown that an active mentor can facilitate the career development of the neophyte. The hypothesis was tested that the failure of women to sponsor others, i.e., to assume a mentor role, is the logical outcome of situational pressures exerted on all persons who fill, and succeed in, a token role, rather than merely how women act when they become successful. Female subjects (N 62), who had just graduated as members of the first coeducational class at West Point, responded to a 1-hour, unstructured interview. Subjects were asked to recall their interactions with incoming freshmen women at the beginning of their sophomore year. Results showed that the sophomore women failed to offer help to the freshmen women. Findings suggest that, separated by only 1 year at the Academy, the major difference between these two groups was the hard-earned, yet marginal and constantly questioned peer acceptance the sophomore women had won from the dominant male group. Findings also suggest that the exception that proved the rule'' was the all-women athletic teams where freshmen cadets experienced a temporary reprieve from tokenism and competition with mates, and women reported helping other women. The results support the hypothesis that the failure of token women just one step ahead of the newcomer to act as mentors is the result of situational constraints inherent in the role of the double-deviant. (PAS)

ED 224 123 EA 015 209

Tomblin, Betty Wolfe, Leslie G.

Program Evaluation: School Board Roles. Leader's Manual. Keys to School Boardsmanship. A Program of Continuing Education for School Board Members.

Montana School Boards Association, Helena.; National School Boards Association, Washington, D.C.; Northwest Regional Educational Lab., Portland, Oreg.; Washington State School Directors Association, Olympia.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-82

Contract-400-80-0105

Note-106p.; For related documents, see EA 015 201-212. Also contributing to the development of this document were the Idaho School Boards Association, the Oregon School Boards Association, and the Association of Alaska School Boards.

Available from-Publications, National School Boards Association, 1055 Thomas Jefferson Street, N.W., Washington, DC 20007.

Pub Type- Guides - General (050) - Non-Print Media (100)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Board of Education Policy, *Board of Education Role, Boards of Education, Decision Making, Educational Objectives, Elementary Secondary Education, Leaders Guides, *Management Development, Program Administration, Program Development, *Program Evaluation, Program Implementation, *Workshops

Identifiers-*Board of Education Members

The materials in this manual are designed to help workshop leaders prepare for and present a workshop for school board members on program evaluation. The board's role in program evaluation is primarily to set the goals and philosophy of the district, to establish policy for program evaluation, to examine the congruence between the district's philosophy and its programs, and to make program decisions on the basis of this information. The workshop's four basic segments justify school board involvement in the curriculum, cover the school board's role in program evaluation, discuss the use of evaluation information in decision-making, and apply the workshop lessons to individual district situations. The workshop manual consists of six sections: an introduction; three sections on planning, presenting, and evaluating the workshop; a selection of resource materials; and a booklet for workshop participants. The discussion of planning covers the focus and scope of the workshop, its organization, and familiarization with relevant materials. The presentation section includes sequential descriptions of workshop activities and instructions for conducting those activities. The resource materials provided include a paper on evaluating instructional programs, and masters from which transparencies can be reproduced for projection at the workshop. (Author/PGD)

ED 224 174 EA 015 299

Fringe Benefits for Teachers in Public Schools, 1981-82. Part 3 of National Survey of Fringe Benefits in Public Schools. ERS Report.

Educational Research Service, Arlington, Va.

Pub Date-82

Note-168p.; For related documents, see EA 015 297-298 and ED 208 597.

Available from-Publications, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 219-21674; $26.00).

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Collective Bargaining, Elementary Secondary Education, *Employment Practices, Expenditure Per Student, Fees, *Fringe Benefits, Geographic Regions, Insurance, Leaves of Absence, National Surveys, *Public School Teachers, Retirement Benefits, School Districts, Tables (Data), *Teacher Employment Benefits

Identifiers-Board Teacher Relationship, *School District Size, Severance Pay, Tuition Benefit Programs

To help school boards and administrators assess their districts' fringe benefit packages for teachers, this fourth biennial survey gathered data from a national stratified random sample of 1,044 of the nation's 11,313 public school systems. Classified by district enrollment size, per-pupil expenditure, and geographic region, the data first are summarized in 25 tables and then are presented in detail for each reporting school district, organized alphabetically by state and district name. The variables covered include teacher leave provisions, medical and life insurance plans, professional liability insurance provisions, retirement plans, severance pay, tuition reimbursement, professional organization dues payment, and collective bargaining agreements. Also covered is the status of fringe benefits under each collective bargaining agreement. Among the survey's highlights are that over 80 percent of the districts provide sick leave, medical insurance, and group retirement plans; over 60 percent offer life and professional liability insurance and sabbatical leave; 42 percent provide severance pay; 28 percent give tuition reimbursements; and three-quarters have negotiated or written collective agreements with their teachers. (RW)

ED 224 194 EC 150 376

Thurlow, Martha L. And Others

Academic Responding Time for LD Students Receiving Different Levels of Special Education Services.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.
Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.
Report No.-IRLD-RR-78
Pub Date-Jun 82
Contract-300-80-0622
Note-127p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Academic Achievement, Classroom Observation Techniques, Elementary Education, *Individual Instruction, *Learning Disabilities, Student Teacher Relationship, *Teaching Methods, *Time on Task

Twenty-six elementary grade learning disabled (LD) students were observed over two entire school days to examine the extent to which students in different service delivery levels were provided with varying instructional approaches and opportunities to learn. Several differences were found in instructional approaches: less severely learning disabled students were allocated more time for academic activities, entire group teaching structures, and no teacher response than were more severely learning disabled students, who were allocated more time for other media, individual teaching structures, and teacher approval. However, few differences were found in students' opportunities to learn through active academic responding: less severely learning disabled students engaged in silent reading for greater amounts of time than more severely learning disabled students, but they also spent more time in inappropriate student responses. Academic responding time was low for all students, averaging less than 45 minutes per day, and variability among students was large, even within one service delivery level. Relationships among student response times and achievement gains generally confirmed the positive relationship between active academic responding and achievement and the negative relationship between inappropriate responding and achievement. The implications of the findings for service provision to LD students are explored. (Author)

ED 224 216 EC 150 399

Lederer, James B. And Others
Single Parent Families and the Handicapped.
Bergen County Special Services School District, Paramus, N.J.
Pub Date-Jul 82
Note-8p.
Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Elementary Secondary Education, *Family Problems, *One Parent Family, *Parent Role, *Parent School Relationship, *Severe Disabilities, Surveys
Identifiers-New Jersey (Bergen County)

The relationship between severe disabilities in children and single parent families was investigated in Bergen County, New Jersey. Results of a survey indicated that the range of single parent families ran from 15% in the retarded population to 66% in the hospitalized emotionally disturbed population. The average percent of single parent families among severely handicapped population was 21% higher than the county average. Record reviews of students pointed out the needs of single parent families and emphasized the extreme difficulty facing parents in taking part in the child's education. Implications for the single parent family include stresses of remarriage and a child assuming the abdicated parent's role. Five suggestions for change are offered for the school's part, including developing alternatives to in-school parent conferences and providing the student opportunities to develop constructive outlets for home frustration. (CL)

ED 224 257 EC 150 644

Dowaliby, Fred J. And Others
Classroom Structure and Student Participation: An Aptitude-by-Treatment Interaction Approach to Instructional Research for the Hearing-Impaired. Paper Series, Rochester Inst. of Technology, NY. National Technical Inst. for the Deaf.
Spons Agency-Department of Education, Washington, DC.
Pub Date-Mar 81
Note-81p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Anxiety, *Aptitude Treatment Interaction, Cognitive Style, Conventional Instruction, *Deafness, Learning Processes, *Locus of Control, Open Education, Postsecondary Education, *Student Participation, Teacher Evaluation, *Teaching Methods

The study, involving 53 students from the National Technical Institute for the Deaf, investigated the relevance of certain aptitude-by-treatment interaction findings with normally hearing students to the instruction of hearing impaired students. Instructional variables investigated were classroom structure and student participation. Student aptitudes included were mainifest anxiety and perceived locus of control. The main effects of classroom structure and student participation were also considered. Outcome measures included students' rating of difficulty, teacher skill, teacher affect, and overall ratings. Learning performance was assessed with a completion-type examination of factual recall which was administered immediately after the rating of the instructional session. Among findings were the following: high participation resulted in higher ratings of teacher skill and overall ratings; high structure yielded higher overall ratings and examination performance; Ss sufficiently external in their perceived locus of control orientation and in low participation conditions gave higher ratings of teacher skill for high versus low structure. Ss low in internality perceived low structure conditions as more difficult than high structure conditions. Ss low in anxiety potential rated the high participation, low structure condition more favorable in terms of teacher affect, teacher skill, and overall; as opposed to Ss in the low participation, low structure condition. Findings were generally consistent with previous findings with normally hearing subjects and with the concept of trait-by-treatment task interactions. Appendixes contain sample data collection instruments, and tables and graphs illustrating statistical data. (SW)

ED 224 005 CS 006 934

Checklist: A Scale for Rating School Reading Programs for Use with the Statement of Standards for Reading Instruction.

New York State Education Dept., Albany. Bureau of Reading Education.; New York State Reading Association.
Pub Date-Feb 79
Note-28p.; For related document see CS 006 933.
Pub Type- Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Check Lists, Curriculum Design, Elementary Education, *Evaluation Criteria, *Program Evaluation, Rating Scales, *Reading Instruction, *Reading Programs

Intended for use in conjunction with the Statement of Standards for Reading Instruction,'' this checklist-rating scale provides guidance for reviewing school reading programs, both quantitatively and qualitatively. Following an introduction, the guide discusses the mechanics of using the checklist-rating scale, then provides the response sheet and the checklist for the following components of the reading program: (1) district philosophy, (2) curriculum, (3) instruction, (4) evaluation, (5) special services, (6) reading specialists, (7) classroom staff competencies, (8) staff development, (9) budget, and (10) records and reports. The checklist concludes with an outline of procedures for applying the Standards for Reading Instruction, and a summary of those standards. (HTH)

ED 224 046 CS 207 288

Chew, Charles R.

The Writing Test for New York State Elementary Schools: Development, Form, Implications.

Pub Date-9 Dec 82
Note-11p.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Essay Tests, Grade 5, Holistic Evaluation, Intermediate Grades, *Standardized Tests, State Standards, *Test Construction, Test Format, *Testing Programs, *Writing Evaluation, *Writing Skills
Identifiers-*New York State Education Department

Since 1979, New York State has been working on an instrument to evaluate elementary school students' writing ability. Several thousand writing samples were obtained and were analyzed, by a test development committee consisting of elementary school teachers, qualitatively within each grade as high, average, and low, and in terms of organization and sentence construction, cohesion, vocabulary and spelling. Using these data, five categories of writing types that students in grade 5 could handle were developed. By the spring of 1982, the steering committee for the Elementary Writing Test had prepared 36 pretest items and criteria for rating the papers holistically. Ten test forms were field tested throughout the state. In the spring of 1983, the test will be administered to all students in grade 5. It will require two writing samples from each student. By this time, all fifth grade teachers will have been trained to rate student papers. Further study will be carried on during the first year of the test's administration. Use of this test will emphasize the importance of writing throughout the elementary grades, promote movement toward an articulated kindergarten through grade 12 writing program, and increase teacher and administrator awareness of the writing process. (Includes charts on criteria and score discrepancy resolution.) (JL)

ED 224 295 FL 013 330

New Priorities for the Teaching and Learning of East Asian Languages. Conference Report (Washington, D.C., October 2, 1981).

Woodrow Wilson International Center for Scholars, Washington, D. C.
Pub Date-2 Oct 81
Note-107p.; Prepared by the East Asian Program.
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Chinese, Educational Innovation, Government Role, *Japanese, *Korean, Language Proficiency, Language Teachers, Language Tests, *Second Language Instruction, Second Language Learning, Teacher Education, Testing, *Uncommonly Taught Languages

The status and priorities of the teaching of East Asian languages were discussed in eight papers presented at a 1981 conference. The topics addressed include: (1) the need to give language teaching a higher priority as a national concern; (2) the role of the federal government in East Asian language study; (3) the teaching of Japanese, Korean, and Chinese in the United States; (4) language teacher training; (5) the role of innovations in foreign language teaching; and (6) language proficiency testing. The importance of training qualified language instructors, the need to place teachers with specialized training in language classrooms, and the importance of matching federal support for language study with a major commitment to quality instruction by the schools are among the points emphasized. (RW)

ED 223 807   CE 034 259

Baum, Rosemere And Others

Parenting Education: An Exemplary Program for Rural/Migrant Youth and Adults. Final Report.

Florida International Univ., Miami.

Spons Agency-Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date-Jun 82

Note-198p.

Language-English; Spanish

Pub Type- Guides - Classroom - Learner (051) - Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Bilingual Instructional Materials, Child Development, Communication Skills, Discipline, Food, Guidelines, *Home Economics, *Migrant Adult Education, *Migrant Youth, Nutrition, *Parent Education, Play, Postsecondary Education, Program Development, Program Effectiveness, *Rural Education, Secondary Education, Toys

Designed for use in a parenting education course for rural/migrant youth and adults, this parenting education learning kit consists of a coordinator's manual and bilingual instructional materials for seven course sessions. Issues addressed in the coordinator's manual include program content, program format, orientation for experienced parents, program delivery, and other possible program audiences. Covered in the individual sessions are communication skills, children's growth, discipline and children, preparing snacks, children's toys, play activities for children, and planning children's meals. The lessons, which are designed to be non-threatening to persons who are not comfortable in formal educational settings, rely on an experienced parent from the target group to function as the primary program delivery agent. Each session's lesson includes detailed instructions for the experienced parent, the text of the accompanying session tapes, illustrations for mounting on poster board, and parent take-home sheets. (A brief review of literature pertaining to parenthood education and a description of the development of these instructional materials are included.) (MN)

ED 223 827 CE 034 347

Hall, John C. And Others

The Out-of-State Placement of Children: Western State Profiles. Major Issues in Juvenile Justice Information and Training.

Academy for Contemporary Problems, Columbus, Ohio.
Spons Agency-National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
Report No.-NCJ-80816
Pub Date-82
Grant-78-JN-AX-0038
Note-278p.; For related documents see CE 034 348 and CE 034 395-402.
Pub Type- Reports - Research (143) - Information Analyses (070)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Adolescents, *Agency Role, Children, Child Welfare, Delinquency, *Delinquent Rehabilitation, Foster Children, Laws, Legal Responsibility, *Placement, Public Policy, State Action, *State Agencies, State Legislation, State Officials, State Programs, States Powers, State Standards, State Surveys, Statewide Planning
Identifiers-*Out of State Placement of Children, *United States (West)

This document, 1 in a series of 10, presents state profiles of the results of a systematic examination of child care agencies and their involvement with out-of-state residential care for children. This volume contains profiles of the Western states of Alaska, Arizona, California, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming. Each state profile contains five sections. The first two sections identify the officials in state government who facilitated the completion of the study and describe the general methodology used to collect the information presented. The third section offers a basic description of the organization of youth services as they relate to out-of-state placement policies. The fourth section offers annotated tables about that state's out-of-state placement practices. The discussion of the survey results includes: (1) the number of children placed in out-of-state residential settings; (2) the out-of-state placement practices of local agencies; (3) detailed data from agencies that placed five or more children; (4) use of interstate compacts by state and local agencies; (5) the out-of-state placement practices of state agencies; and (6) state agencies' knowledge of out-of-state placement. The final section presents observations and conclusions about state and local out-of-state placement practices that were gleaned from the data. (Data reported are for 1978.) (KC)

ED 223 846 CE 034 384

Shin, Masako T.

Machine Trades Technical Terms. English-Thai Lexicon. Introduction to Machine Trades. Thai Version. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.

Southern Illinois Univ., Carbondale. School of Technical Careers.
Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Pub Date-Jun 82
Contract-R-33-32-J-0542-400
Note-36p.; For related documents see ED 205 781-788 and CE 034 378-385. Translated by Pradit Chatcharhtkoon.
Language-English; Thai
Pub Type- Reference Materials - Vocabularies/Classifications (134) - Guides - Classroom - Learner (051) - Multilingual/Bilingual Materials (171)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Education, Adult Vocational Education, Bilingual Education, Bilingual Instructional Materials, Competency Based Education, Glossaries, Limited English Speaking, Machine Tool Operators, *Machine Tools, *Machinists, Measurement, Postsecondary Education, Preservice Teacher Education, *Thai, *Trade and Industrial Education, Vocabulary

This English-Thai lexicon and program introduction for machine trades is one of eight documents in the Multicultural Competency-Based Vocational/Technical Curricula Series. It is intended for use in postsecondary, adult, and preservice teacher and administrator education. The first two sections provide Thai equivalencies of English machine trades technical terms and Thai equivalencies of English machine trades equipment and tools. Section 3 is the Thai version of Introduction to Machine Trades.'' The duty-task index is then provided in Thai with major headings also given in English. (YLB)

ED 223 903 CE 034 543

Construction Mechanic Part II, 8-6. Military Curriculum Materials for Vocational and Technical Education.

Naval Construction Training Center, Port Hueneme, Calif.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-78
Note-936p.; for related documents, see CE 034 542-545.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF06/PC38 Plus Postage.
Descriptors-Audiovisual Aids, *Auto Mechanics, Behavioral Objectives, Course Content, *Diesel Engines, Educational Resources, *Engines, Equipment, Learning Activities, Lesson Plans, *Mechanics (Process), *Motor Vehicles, Postsecondary Education, *Power Technology, Secondary Education, Technical Education, Units of Study, Vocational Education
Identifiers-Military Curriculum Project

This course, adapted from military curriculum materials for use in vocational and technical education, is the second of a two-course series that teaches students to maintain and repair automotive and construction equipment using either gasoline or diesel engines. It covers basic chassis and power train troubleshooting, diagnosis, and adjustment procedures. The course contains two phases covering 117 hours of instruction. Phase 3 on automotive chassis and power contains one unit with three lessons covering 75 hours of instruction; phase 4 on heavy equipment chassis and power contains one unit on crawler tractor-power train maintenance containing three lessons covering 42 hours of instruction. The course contains both student and teacher materials. Printed instructor materials include a curriculum outline for the course and instructor guides for each phase. The curriculum outline includes an introduction to the course; outline of instruction; outline of training objectives; lists of texts, references, tools, equipment; materials, training aids and devices, and training aids equipment; and a master schedule. The instructor guides have the lesson plans for each unit. Student materials include 11 job sheets, 11 information sheets, 1 work sheet, and 3 problem sheets. Appropriate text materials from three Navy manuals are provided. (KC)

ED 223 924 CG 016 326

Programs for the Serious and Violent Juvenile Offender.
Little (Arthur D.), Inc., Washington, D.C.
Spons Agency-Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
Pub Date-Jul 81
Contract-J-LEAA-021-79
Note-55p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adolescents, Correctional Institutions, Counseling Services, *Crime, Crisis Intervention, *Delinquency, *Delinquent Rehabilitation, Delivery Systems, Juvenile Courts, Program Descriptions, *Violence, Vocational Rehabilitation, *Youth Problems
Identifiers-*Deinstitutionalization (of Delinquents)

This booklet reviews programs and specialized services available for the serious juvenile offender without any attempt to evaluate the programs. The descriptions focus on alternative rehabilitation residential facilities, community-based programs, day-treatment, educational and vocational programs, and secure treatment facilities. In addition to descriptions of the 19 programs, addresses, phone numbers, and names of contact persons are given. The booklet can be used as a resource for communities and juvenile justice personnel in their efforts to expand their knowledge and expertise in working with serious offenders. (JAC)

ED 224 026 CS 207 268

Schwartz, Thomas A.

Warren E. Burger: Editor-In-Chief Justice of the United States?

Pub Date-Jul 82
Note-29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Content Analysis, *Court Judges, *Court Litigation, *Freedom of Speech, *News Media, *Social Science Research
Identifiers-*Burger (Warren), *Supreme Court

A study attempted to ascertain whether Supreme Court Justice Warren Burger demonstrated a particularly unfavorable attitude toward the press in a pattern of press-related decisions. Sixty press freedom cases located through the indexes of the official United States Reports'' were examined. Hypothesis 1 predicted that Burger assigned majority opinions in press freedom cases proportionately more often than he assigned majority opinions in nonpress freedom cases. Between 1969 and 1976, Burger made 85% of all possible assignments, and made 85% of the assignments for press freedom cases alone, so there was no relationship between the proportions of press freedom majority opinion assignments made by Burger and the other assignments he made. Hypothesis 2 asked whether Burger assigned himself majority author more often in free press cases than in nonpress freedom cases, presumably because he had a special interest in writing majority opinions to limit freedom of the press. His majority assignment load in nonpress freedom cases was nearly equal to those of the other justices, or about 12%. In press freedom cases, however, Burger assigned himself about 27% of the total, while an equitable average would have been about 11%. Overall, he chose conservative justices significantly more often than liberal judges to write majority opinions in all cases, and conservative justices in press freedom cases more often than conservative justices for nonpress freedom cases. (HTH)

ED 224 140 EA 015 229

Bradbury, Katherine L. And Others

Proposition 2-1/2: Initial Impacts.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No.-IFG-PR-82-A12

Pub Date-Jun 82

Grant-OB-NIE-G-80-0111

Note-66p.; A condensed version of this paper appears in a two-part series in the New England Economic Review,'' January-February, 1982 and March-April, 1982. For related documents, see ED 213 100 and ED 220 983.

Available from-Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 ($1.00).

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Community Size, Elementary Secondary Education, Equalization Aid, *Expenditures, *Finance Reform, *Income, *Local Government, *Property Taxes, School Funds, State Aid, State Surveys, Tables (Data), Tax Rates

Identifiers-Massachusetts, *Proposition 2 and One Half (Massachusetts 1980), *Tax Limitations

Beginning with the background to the 1980 passage of Massachusetts' Proposition 2 1/2, the authors analyze the first-year effects of the property tax limitation measure. Section 1 describes Massachusetts' previous high dependence on property taxes and outlines the provisions of Proposition 2 1/2. Section 2's analysis indicates that the state's property taxes are so high because local governments cannot use other taxes. Earlier attempts to lower taxes are also covered. Local governments' aggregate statewide revenue losses because of the measure are estimated in section 3, which also looks at the response of increased aid from state government. Section 4 analyzes the impact of Proposition 2 1/2 in terms of communities' population size and the amount of their revenue loss. It finds the greatest revenue losses were in large communities and in communities with moderately high income, property, and tax levels, but that small towns benefited most from the state aid increase. Data in section 5 indicate that Proposition 2 1/2 affected school spending more than other local spending and increased somewhat the disparities across communities in education service levels. The final section summarizes the paper and suggests ways of ameliorating some of the measure's long-run effects. (Author/RW)

ED 224 235 EC 150 618

Arte en la Clase para Personas Incapacitadas (Art in the Classroom for Handicapped Persons).

National Committee, Arts for the Handicapped, Washington, D.C.
Pub Date-82
Note-52p.
Available from-National Committee,Arts for the Handicapped, 1825 Connecticut Ave., N.W., Suite 418, Washington, DC 20009 ($5.00 prepaid).
Language-Spanish

Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Aesthetic Education, *Art Activities, Art Education, Basic Skills, *Disabilities, Dramatics, Elementary Secondary Education, Learning Activities, Lesson Plans, Mainstreaming, Movement Education, Music

The Spanish translation contains a collection of arts strategies intended to stimulate, motivate, and teach basic skills to handicapped children. The lessons involve one or more of the basic art forms (movement, music, drama, and art) and are further divided into five levels of aesthetic development: awareness, imitation, self-initiation, skill development, and critical objectives. Lessons focus on teaching objectives in the basic learning abilities of gross motor development, sensory motor integration, perceptual motor integration, language development, conceptual skills, and social skills. Activity ideas are intended to be flexible and to allow for integrating handicapped and nonhandicapped students. (Author/CL)

ED 224 275 EC 150 689

Your Child's Right to an Education: A Guide for Parents of Children with Handicapping Conditions in New York State (In Chinese).

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

Pub Date-Aug 81

Note-62p.; For related documents, see ED 215 455 and EC 150 690.

Language-Chinese

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Disabilities, Due Process, Elementary Secondary Education, Eligibility, Individualized Education Programs, Parent Materials, *Parent Role, Policy Formation, *Special Education, State Standards, Student Evaluation, Student Placement

Identifiers-*New York

Intended for parents of handicapped students, the guide (available in English, Spanish, or Chinese) sets forth New York State policies for special education. The following topics are among those considered: eligibility for special education, program types, alternative placements (such as residential settings), referral, evaluation, individualized education programs, impartial due process hearings, early childhood services, parents' right to challenge educational decisions about their child (including information on hearings and appeals), and planning for the child's future. (CL)

ED 223 864 CE 034 417

Commercial Art 103, 203, 303.
Manitoba Dept. of Education, Winnipeg.
Pub Date-82
Note-100p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Art Activities, Art Education, Art Materials, Audiovisual Aids, Behavioral Objectives, *Commercial Art, Course Content, Design, Educational Resources, Graphic Arts, Hand Tools, High Schools, *Learning Activities, Letters (Alphabet), Painting (Visual Arts), Portfolios (Background Materials), State Curriculum Guides, Teaching Methods, Technical Education, Trade and Industrial Education, *Units of Study, Vocational Education
Identifiers-*Drawing, *Manitoba

As part of the high school vocational industrial program in Manitoba, this course has been designed to provide students with the foundation for a career in commercial art. The program introduces and provides opportunities for student skill development in the theories and techniques of drawing, lettering, composition and design, graphics, illustration, and portfolio development and management. The course emphasizes attainment of industry-level standards in an effort to promote career success and personal satisfaction. The program, consisting of 12 blocks with the first 10 being essential units, is expected to make up 50 percent of the student's education in this area. Each block is organized to meet its specific objectives and includes teacher's notes, suggested activities for each goal or objective, and suggested supplemental materials. A bibliography of printed materials and audiovisual aids follows the blocks. (KC)

ED 223 966 CG 016 375

Herzberger, Sharon D. Tennen, Howard A.

The Social Definition of Child Abuse.

Pub Date-Aug 82

Note-12p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Child Abuse, College Students, Higher Education, *Parent Attitudes, *Parent Background, *Parent Child Relationship, Social Attitudes, *Social Behavior

The lack of uniform definition of child abuse has caused researchers and practitioners to center debate on whether abuse should be defined according to the characteristics of the parental act or its consequences to the child. To examine how the situational context and the characteristics of the individual applying the label of abuse affect judgments of abusive and nonabusive disciplinary interactions, male (N 62) and female (N 70) students read vignettes describing emotional and physical disciplinary interactions between parents and children and were asked to judge them based on different criteria, e.g., severity of the interaction, appropriateness of the parental act, and whether the act was abusive or nonabusive. Half of the participants were told of a provocative act by the child which preceded the discipline. Results indicated that subjects who were treated similarly as children generally judged the punishment to be less severe and not abusive. Results also supported the hypothesis that awareness of the child's behavior would mitigate judgments of the parent's response. The findings suggest that the failure to condemn abusive treatment may contribute to the increased incidence of abuse among parents who were abused as children. In addition, the findings suggest that abuse cannot be objectively defined, and that it is judged in accordance with the social context. (PAS)

ED 224 066 CS 504 046

Ting-Toomey, Stella

Communication of Love and Decision-Making Power in Dating Relationships.

Pub Date-Oct 82

Note-19p.; Paper presented at the Annual Meeting of the Communication, Language, and Gender Conference (5th, Athens, OH, October 15-16, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Patterns, *Communication Research, *Dating (Social), *Decision Making, Females, Higher Education, *Individual Power, Interpersonal Communication, Males, *Role Perception, Self Concept, *Sex Differences, Sex Role

Identifiers-Love

A study explored the relationship between romantic love and decision making power in college students' dating relationships. W. Waller's theory that the person who is least in love'' gains power over the person who is relatively more in love'' was tested in terms of C. Safilios-Rothchild's typology of Orchestration Power'' (infrequent but important decisions) and Implementation Power'' (frequent but unimportant decisions). Hypotheses related types of power to the way subjects expressed their romantic involvement. A 12-page questionnaire containing two sets of questions, one on the love expression variable, and the other on the decision making variable, was completed by 127 subjects. The results did not support the Safilios-Rothchild typology. The three major results were that (1) an overwhelming majority perceived dating decision making patterns as an equally shared activity or a give-and-take parallel activity; (2) male respondents perceived making important dating decisions as a self-oriented masculine activity, while female respondents perceived making important decisions as primarily a parallel give-and-take process; and (3) both males and females perceived making unimportant decisions as a mutual, equally shared process. These results suggest that future studies address differences in decision making patterns and the strong distinctions in male/female perceptions. (JL)

ED 224 087 EA 015 151

Wu, Shi-Chang And Others
Student Suspension: A Critical Reappraisal.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-80
Contract-P-79-0032
Note-52p.; Not available in paper copy due to marginal legibility of original document.
Pub Type- Reports - Research (143) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Administrative Organization, *Discipline Policy, Due Process, *Educational Environment, Educational Practices, Governance, *Institutional Characteristics, National Surveys, Racial Bias, Secondary Education, Student Attitudes, Student Behavior, Student Rights, *Student Teacher Relationship, *Suspension, Teacher Attitudes
Identifiers-*Safe School Study

Public debates on student suspension center on issues surrounding due process, racial discrimination, inappropriate uses of suspension, and the fundamental disciplinary value of suspension. This paper examines some fundamental factors influencing student suspension in order to establish a basis for the development of policy alternatives. Detailed data, collected by the congressionally mandated Safe School Study'' from a nationwide subsample of 641 schools, were used in the analyses. The data sets obtained from these schools included results of a mail survey of the school principals, a self-administered questionnaire survey of all 23,895 of their teachers, and the onsite self-administered questionnaire survey of 31,373 students randomly selected from these schools. While students' misbehavior and antisocial attitudes may indeed contribute to an increased likelihood of suspension, findings also show that suspension rates increase if: (1) teachers are seen by students as relatively uninterested in them, (2) teachers believe that students are incapable of solving problems, (3) disciplinary matters are handled largely by administrative rules, (4) the school is not able to provide consistent and fair governance, (5) there is a relatively high degree of academic bias among school personnel, and (6) there is a relatively high degree of racial bias present at the school. (Author/MLF)

ED 224 106 EA 015 191

Duffey, Leslie Peralta

Charting a Planning Course: The Facilitator's Role in Community Planning.

Council of Educational Facility Planners, Columbus, Ohio.
Spons Agency-Mott (C.S.) Foundation, Flint, Mich.
Pub Date-82
Note-34p.
Available from-Publications, Council of Educational Facility Planners, 29 West Woodruff Avenue, Columbus, OH 43210 ($2.00).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Community Planning, *Group Dynamics, Leadership, *Leadership Responsibility, *Participation, Participative Decision Making
Identifiers-*Facilitators

Aimed at community planning groups, this guide has been developed to help clarify the role and responsibilities of a facilitator involved with community planning. The booklet maintains that a facilitator's purpose is to help a group reach its own goals and to encourage those involved in community planning to contribute positively. It explains how a successful facilitator is able to transfer the role of primary resource from the facilitator to group members and to transfer responsibility and commitment for the outcome to the whole group. It is assumed that group energy, involvement, and commitment will be directly related to the degree that members adopt and come to own the activities of the planning process. The booklet lists a number of guidelines that facilitators follow to promote group ownership of planning results, including using group processes to focus on a common task, keeping each member on task, helping members to value each idea presented, and encouraging each member to participate and support other members. A brief concluding section discusses locating a facilitator. (Author/JM)

ED 224 157 EA 015 249

Willms, Doug

Achievement Outcomes in Public and Private Schools: A Closer Look at the High School and Beyond Data.

Stanford Univ., Calif. Inst. for Research on Educational Finance and Governance.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No.-IFG-TTC-9

Pub Date-May 82

Grant-OB-NIE-G-80-0111

Note-33p.; Prepared for the Tuition Tax Credit Seminar (Washington, DC, October 22, 1981).

Available from-Publications, Institute for Research on Educational Finance and Governance, School of Education, CERAS Building, Stanford University, Stanford, CA 94305 ($1.00).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Achievement, *Catholic Schools, Educational Policy, *Educational Status Comparison, Family Income, Grade 10, Mathematics Achievement, Minority Groups, Outcomes of Education, Private Schools, *Public Schools, Racial Differences, Reading Achievement, *Research Problems, School Choice, Secondary Education, Socioeconomic Background, Statistical Analysis

Identifiers-*High School and Beyond (NCES), National Assessment of Educational Progress, *Public and Private Schools (Coleman et al)

This paper analyzes data from the High School and Beyond'' study on approximately 30,000 sophomores in 1,000 U.S. schools. The purpose is to explain the contradictory conclusions offered by two recent national studies on public and private schooling. The analysis examines differences between public and private school students in mathematics and reading achievement along racial and social class lines and for students in different programs of study. The results show that there are no public/private differences for wealthier whites, those who are the main clientele of the private schools, and for students in academic tracks. However, for minority and disadvantaged students and for students in the general track, there are small but statistically significant differences, some of which are due to differential selection. Policy decisions should not be based on the assumption that private schools produce better achievement outcomes than public schools. (Author)

ED 224 316 FL 013 351

Cere, Ronald

Instructional Resources and Materials for Business-Spanish Courses.

Pub Date-82
Note-32p.; Paper presented at the Eastern Michigan University Conference on Spanish for Bilingual Careers in Business (Ypsilanti, MI, March 18-20, 1982).
Available from-Not available separately; see FL 013 333.
Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055)
Document Not Available from EDRS.
Descriptors-Audiovisual Aids, Bibliographies, *Business, Business Communication, College Second Language Programs, *Course Content, Higher Education, *Instructional Materials, *Languages for Special Purposes, Program Development, *Spanish

The program, curriculum, and materials needed to provide business Spanish training are described, and the available instructional materials are reviewed and listed. In developing a business Spanish program, decisions must be made regarding goals, content, structure, instructional format, evaluation procedures, and target population. The content of business Spanish courses should reflect the linguistic, cultural, and practical needs of the Spanish speaking business world and include the terminology of international commerce, business topics, topical readings, business documents and letters, translation skills, simulations of social and business situations, grammar review, cultural differences, and travel in Spanish speaking countries. Emphasis should be placed on speaking and listening skills using the audiolingual approach. Business Spanish should not be offered until the third year of language instruction when students have developed the abilities to benefit from the instruction. Instructional materials should be chosen to fit course objectives. Among the available materials are commercial dictionaries, business correspondence texts, general texts, cultural texts, readers, periodicals, and audiovisual aids. A general bibliography, a bibliography of audiovisual materials, and a list of vendors are appended. (RW)

ED 223 788 CE 033 953

Phelps, L. Allen

Developing a Programmatic Emphasis in Vocational Special Needs Education.

Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
Pub Date-Jul 82
Note-142p.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Course Content, *Curriculum Development, Degree Requirements, Graduate Study, *Higher Education, Mainstreaming, Postsecondary Education, *Program Development, Program Implementation, *Special Education, Special Education Teachers, Special Programs, *Vocational Education
Identifiers-*University of Illinois Urbana Champaign

The Programmatic Emphasis project was conducted at the University of Illinois to build the university's capacity for addressing the problems of serving special needs youth and adults in vocational education. A series of activities were undertaken to design and implement a preservice, inservice, and graduate-level instructional program; a research program; and public service activities. These activities were implemented over a 4-year period with extensive faculty involvement in the design and implementation phases. The project sought to use multi-disciplinary expertise in formulating instructional, research, and service programs. Evaluation of the project showed a favorable impact. (The programs developed during this project are included in this document.) (KC)

ED 223 885 CE 034 452

Baran, Nancy H., Ed. Tarrant, Sharon M., Ed.
Your Food Dollar. Money Management.
Household International, Prospect Heights, IL. Money Management Inst.
Pub Date-82
Note-38p.; For related documents see CE 034 441-453.
Available from-Money Management Institute, Household International, 2700 Sanders Road, Prospect Heights, IL 60070 ($.75 each; set $5.00; quantity discounts available).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adult Education, Consumer Education, *Consumer Protection, *Food, *Money Management, Postsecondary Education, *Purchasing, Secondary Education

This booklet on food buying power, 1 in a series of 12, covers all the basic aspects of personal- and family-money management. Suitable for use by high school and college students as well as adults, this handbook offers information on developing a shopping list, deciding where to shop, selecting the best buys, and reading food labels. Section 1 on food trends for the future considers the world food situation, supermarket innovations, new packaging designs, and changing food patterns. Planning and managing food dollars are the emphases of section 2. A food spending plan is suggested, and food shopping alternatives are set forth. Section 3 discusses choosing nutritious foods; eating well through an adequate diet; controlling weight; and evaluating natural, organic, and health foods. Section 4 offers suggestions for selecting the best food buys, explains labeling, and presents food buying guides for meat, poultry, fish and shellfish, fruits and vegetables, milk and milk products, eggs, grain foods, fats and oils, convenience foods, canned foods, and frozen foods. In section 3 are tips on how to store, prepare, and handle food properly and on how to keep it safe to eat. The final section looks at home gardening as a source of fresh produce. A list of organizations, books, and pamphlets is provided. (YLB)

ED 223 925 CG 016 327

Dunford, Franklyn W. And Others
National Evaluation of Diversion Projects. Executive Summary.
Spons Agency-National Inst. for Juvenile Justice and Delinquency Prevention (Dept. of Justice/LEAA), Washington, D.C.
Pub Date-Aug 82
Grant-77-NI-99-0011; 77-WN-99-0009; 78-JN-AX-0037
Note-22p.; Prepared by Behavior Research Institute.
Available from-NCJRS, Department F, Box 6000, Rockville, MD 20850.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adolescents, Cost Effectiveness, Delinquency Prevention, *Delinquent Rehabilitation, *Delivery Systems, Evaluation Methods, Formative Evaluation, Intervention, Program Descriptions, *Program Effectiveness, *Program Evaluation, Research Methodology, Secondary Education, Youth Problems
Identifiers-*Diversion (Judicial), *Juvenile Justice System

In 1976 the Special Emphasis branch of the Office of Juvenile Justice and Delinquency Prevention made $10 million available for the development of 11 diversion programs. A national evaluation of these programs was promoted in the hope of better understanding the viability of diversion as an alternative to traditional practices. The impact of diversion services on youth in four programs was assessed, and there was evidence that the programs did reduce the penetration of youth through the justice system. Programs were less coercive, less controlling and more oriented to meeting clients' needs than justice agencies. Programs as implemented were a good match to original guidelines. However, diversion disposition was no more successful at avoiding stigma, improving social adjustment, or reducing delinquent behavior than justice processing or release. (JAC)

ED 223 986 CS 006 909

Frechtling, Joy A. And Others

The Design for the Second Year Study of Elementary Reading Instruction.

Montgomery County Public Schools, Rockville, Md. Dept. of Educational Accountability.

Pub Date-Nov 82

Note-64p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Elementary Education, *Language Arts, *Program Design, Program Effectiveness, Program Evaluation, *Program Implementation, *Reading Instruction, *Reading Programs

Identifiers-*Maryland

This design for the second year of a study of elementary school reading instruction conducted by the Montgomery County (Maryland) Public Schools' Department of Educational Accountability is based on knowledge gained from the first year of the study which examined not only reading comprehension instruction in the elementary school, but also school factors which related to effective reading comprehension instruction and improved student performance. Following the executive summary, the background and history of the kindergarten through grade eight instructional program for teaching the English language arts (IPR/LA) is outlined in the first chapter. The second chapter examines the first year results: the implementation of the IPR/LA, reading instruction in general, effects of programs on reading and related skills, and study methodology and data collection instruments. The third chapter details the revised design for the second year of the reading study. Appendixes and attachments include definitions of types of discourse, research questions and data collection procedures for the study of elementary reading instruction, and sample schools proposed for the reading study. (HOD)

ED 224 006 CS 006 935

Webb, Norman L.

Summative Evaluation of Reading for a Reason: A Reading Series for Grades 7 and 8.

Wisconsin Educational Communications Board, Madison.

Pub Date-29 Sep 82

Note-95p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Content Area Reading, *Educational Television, Grade 7, Grade 8, Junior High Schools, *Program Evaluation, Reading Comprehension, *Reading Improvement, *Reading Programs, Reading Skills, Summative Evaluation, Teacher Attitudes

Identifiers-*Reading for a Reason, Wisconsin

A summative evaluation of the instructional television series Reading for a Reason'' was conducted during the spring of 1982 as part of the premier showing of the series over the Wisconsin Educational Television Network. The series consisted of eight programs designed to teach skills for content area reading to seventh and eighth grade students. Each program presented skills and techniques that could be used to get meaning and retain information from reading textbooks and other expository materials. The study involved over 1,300 students who were given a pretest and posttest, and over 60 teachers who completed questionnaires or supplied supplementary information. A version of the Solomon Four Group Design was used because this design makes it possible to determine the effects of testing. The tests were composed of three parts a reading style inventory, a comprehension test of the TV series elements, and a reading comprehension test. Findings from the evaluation show that (1) students at grade 7 who had used the series reported using techniques that were conducive to effective reading more frequently than did the control group; (2) students at both grade levels learned statistically more about specific skills presented in the program than did the control group; and (3) taking into consideration the pretest scores, students in grade 7 who used the series scored significantly higher on the main idea reading scale. Teachers on the whole reported being satisfied with the series and gave the series and its manual a positive overall rating. (HOD)

ED 224 175 EA 015 301

Moore, Donald R. Blair, Kathy A.

Helping Schools Change: Ideas for Assistance Groups.

Designs for Change, Chicago, Ill.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-82
Grant-NIE-G-74-0052; NIE-G-78-0056
Note-245p.; Some pages may not reproduce due to dark background of portions of original document.
Available from-Publications, Designs for Change, 220 South State Street, Suite 1616, Chicago, IL 60604 ($9.95).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Change Strategies, *Consultants, *Consultation Programs, *Educational Improvement, Elementary Secondary Education, Guidelines, Helping Relationship, Job Performance, *Organizations (Groups), Program Effectiveness

Based on the experiences of six organizations, this manual aims to help assistance groups who work to change the way schools actually treat children. Assistance group members can include principal or teacher advisors, curriculum consultants, group process facilitators, dissemination or staff development specialists, parent trainers or organizers, and child advocates. The organizations studied were AFRAM Associates, Center for New Schools, Creative Teaching Workshop, Institute for the Development of Educational Activities (/I/D/E/A/), Rural Education Program, and United Bronx Parents. The manual's introduction describes the arrangement and use of the document, while the first section discusses general patterns that occur in all aspects of building effective assistance groups, such as time management, firmness or flexibility in pursuing goals, and awareness of how human systems work. Each of the next seven sections covers an area of assistance group activity (that is, a puzzle''), discussing from 6 to 22 critical tasks (or puzzle pieces'') in assistance activities and providing exercises for rating oneself on the tasks and for finding ways

ED 224 217 EC 150 400

Ross, E. Clarke

Changing Policies and Program Trends in Publicly Financed Services to the Developmentally Disabled. Instructional Course Number 24. Analysis.

United Cerebral Palsy Associations, Inc., Washington, D.C.

Pub Date-Sep 82

Note-24p.; Paper presented at the American Academy for Cerebral Palsy and Developmental Medicine Annual Meeting (San Diego, CA, October 9, 1982).

Journal Cit-Word from Washington; v11 n4 Sep 1982

Pub Type- Guides - Classroom - Teacher (052) - Collected Works - Serials (022) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Course Content, Court Litigation, Delivery Systems, *Developmental Disabilities, *Federal Aid, Federal Programs, *Financial Support, *Government Role, History, Political Influences, *Public Policy, Services

The paper outlines the educational objectives of a course offered at the 1982 meeting of the American Academy on Cerebral Palsy and Developmental Medicine. The course addresses policy changes and trends in publically financed services to developmentally disabled persons. Topics covered in the outline are a continuum of care; historical developments of major federal programs; generic and specialized services, entitlement to services; federal government growth; the intergovernmentalized system; the Reagan Administration 1981 agenda; 1981 congressional decisions; 1982 Regan Administration proposals (including federalizing of Medicaid and terminating 44 federal programs); 1982 congressional climate; recent significant Supreme Court decisions (including Southeastern College vs. Davis and Pennhurst State School and Hospital, et al. vs. Halderman, et al.); and 1982 pending public policy issues (such as federal commitment to P.L. 94-142, the Education for All Handicapped Children Act). A final section lists questions yet to be answered on such topics as uniform definitions of chronic disabilities and the realignment of a continuum of care. (CL)

ED 224 276 EC 150 690

El Derecho de su Hijo(a) a Una Educacion: Una guia para los Padres de Ninos Impedidos en el Estado de Nueva York (Your Child's Right to an Education: A Guide for Parents of Children with Handicapping Conditions in New York State).

New York State Education Dept. Albany. Office for the Education of Children with Handicapping Conditions.

Pub Date-Aug 81

Note-43p.; For related documents, see ED 215 455 and EC 150 689.

Language-Spanish

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Disabilities, Due Process, Elementary Secondary Education, Eligibility, Individualized Education Programs, Parent Materials, *Parent Role, Policy Formation, *Special Education, State Standards, Student Evaluation, Student Placement

Identifiers-*New York

Intended for parents of handicapped students, the guide (available in English, Spanish, or Chinese) sets forth the New York State policies for speical education. The following topics are among those considered: eligibility for special education, program types, alternative placements (such as residential settings), referral, evaluation, individualized education programs, impartial due process hearings, early childhood services, parents' right to challenge educational decisions about their child (including information on hearings and appeals), and planning for the child's future. (CL)

ED 224 296 FL 013 331

Students From Homes in Which English Is Not the Dominant Language: Who Are They and How Well Do They Read?

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-NAEP-11-R-50
Pub Date-Oct 82
Contract-OEC-0-74-0506
Note-38p.
Available from-National Assessment of Educational Progress, 1860 Lincoln St., Suite 300, Denver, CO 80295 ($4.00).
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingual Students, Educational Background, Elementary Secondary Education, *English (Second Language), Ethnic Groups, Family Characteristics, Language Dominance, Language Proficiency, Minority Groups, *Native Speakers, *Reading Achievement, Reading Comprehension, *Reading Skills, Second Languages, *Student Characteristics, Whites
Identifiers-*National Assessment of Educational Progress, Second Literature Third Reading Assessment (1980)

Characteristics and reading performance of students who have a dominant language other than English are examined and compared with those of English-dominant students, based on the results 1979-1980 National Assessment of Educational Progress (reading and literature). Responses were obtained from 9-year-olds, 13-year-olds, and 17-year-olds. The exercises probed students' comprehension of simple words as well as such complex features of text as mood, tone, and character. It was found that students from homes in which a language other than English was often spoken (OL) generally performed below students for whom English was the dominant language (EL) In general, OL students attending advantaged-urban and private schools, those coming from homes with many reading resources, and (except at age 9) those who have a parent with post-high school education performed near, at, or above national levels. OL students attending disadvantaged-urban schools, those coming from homes with few reading resources, and those whose parents had not completed high school performed considerably below their more advantaged peers. While OL 17-year-olds performed about a

ED 223 808 CE 034 264

Kraemer, Kenneth L. Danziger, James N.

Computers and Control in the Work Environment.

Pub Date-Sep 82

Note-33p.; Presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September 6-10, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-City Government, City Officials, *Computers, Employee Responsibility, Employment, *Government Employees, *Information Processing, *Local Government, Municipalities, Technological Advancement, *Work Environment

Identifiers-*Impact, Impact Studies

Research assessed whether computer technology had altered aspects of the employee's control of his or her work environment. The general hypothesis was that computing would have enhanced control of work life in relation to other individuals and in relation to the job for employees higher in the organizational hierarchy who perform more discretionary information processing tasks. The hypothesis also proposed

ED 223 847 CE 034 385

Shin, Masako T.

Maintenance Mechanics Technical Terms. English-Thai Lexicon. Introduction to Maintenance Mechanics. Thai Version. Multi-Cultural Competency-Based Vocational/Technical Curricula Series.

Southern Illinois Univ., Carbondale. School of Technical Careers.

Spons Agency-Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.

Pub Date-Jun 82

Contract-R-33-32-J-0542-400

Note-48p.; For related documents see ED 205 781-788 and CE 034 378-384. Translated by Pradit Chatcharhtkoon.

Language-English; Thai

Pub Type- Reference Materials - Vocabularies/Classifications (134) - Guides - Classroom - Learner (051) - Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Education, Adult Vocational Education, Air Conditioning, Bilingual Education, Bilingual Instructional Materials, *Carpentry, Competency Based Education, Electricity, Glossaries, Heating, Limited English Speaking, *Maintenance, *Mechanics (Process),

ED 223 945 CG 016 354

Gottfredson, Gary D.

On the Equivalent Value of Different Kinds of Work.

Pub Date-23 Aug 82
Note-25p.; Paper presented at the Annual Convention of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, *Employed Women, Employees, Employer Employee Relationship, Employment, Employment Opportunities, *Equal Opportunities (Jobs), Income, *Racial Discrimination, *Salary Wage Differentials, *Sex Discrimination, Social Environment, State of the Art Reviews, *Work Environment
Identifiers-*Job Evaluation

Although men and women work in jobs requiring approximately equal levels of education and in occupations with approximately equal prestige, working women earn only about 60% as much on the average as do working men. This disparity in income has important social consequences and is widely perceived as inequitable. One form of this type of discrimination exists when a firm's jobs are segregated by sex or ethnicity and workers in one group are paid less than workers in another for performing work that is not the same, but is of comparable worth. Achieving equity in wages for persons performing different work is fraught with complications. At present no job evaluation scheme useful in enforcement of an equal worth requirement is available. Job evaluation practitioners claim to have a sex-fair job evaluation method that has been in use for years, but their claims are unconvincing. A job

ED 224 047 CS 207 291

Weaver, Laura H.

Introducing Past and Present Technical Writing into the Freshman Composition Course.

Pub Date-Nov 82

Note-25p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (72nd, Washington, DC, November 19-24, 1982).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-College English, College Freshmen, Higher Education, *Motivation Techniques, Student Motivation, *Teaching Methods, *Technical Writing, Writing Exercises, *Writing Instruction, *Writing Processes, *Writing Skills

Identifiers-Audience Awareness, *Freshman Composition

Using technical writing in the regular freshman composition course stimulates student interest by having the appeal of novelty and expands the horizons of students in the humanities and the pure and applied sciences. To begin the unit, one might stimulate interest in the content and style of technical writing of the past by using Robert M. Hutchins' preface to Great Books of the Western World.'' Next, students should scan the table of contents of the Books,'' noting that of the 70 writers included in the 54 volumes, 20 are technical or scientific among them, Euclid, Ptolemy, Galileo, Hippocrates, and Copernicus. A device for creating interest in current technical writing is the preface to W. Steve Anderson and Don Richard Cox's anthology, The Technical Reader:

ED 224 195 EC 150 377

Graden, Janet L. And Others

Instructional Ecology and Academic Responding Time for Students in Reading Groups.

Minnesota Univ., Minneapolis. Inst. for Research on Learning Disabilities.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC.

Report No.-IRLD-RR-79

Pub Date-Jul 82

Contract-300-80-0622

Note-100p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Class Organization, Classroom Observation Techniques, Oral Reading, Primary Education, *Reading Difficulties, Silent Reading, *Time Blocks, Time Factors (Learning), *Time on Task

Twenty-seven second-grade students were observed during two reading periods to examine the nature of instruction and academic responding time for students in high, middle, and low reading groups. Across all groups, it was found that students spent about 20 minutes of a 120-minute typical reading period actively engaged in academic responding, and only about 2 minutes reading aloud and 8 minutes reading

ED 224 236 EC 150 619

James, William H. Lessany-Abdi, Deborah K.

A Comparative Analysis of Social Behaviors of Gifted and Non-Gifted Preschool Children.

Pub Date- 82

Note-28p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Affective Behavior, *Behavior Patterns, Classroom Observation Techniques, Comparative Analysis, *Gifted, *Interaction, Interaction Process Analysis, *Interpersonal Competence, Peer Relationship, Preschool Education, *Social Behavior

The study examined social behaviors of 19 gifted and 19 nongifted preschool children. A social behavioral inventory was developed from repeated observations of interactions collected during an 8 week pilot study. Four general categories of behavior were observed and analyzed: verbal positive (greeting, conversation, compliment, concern, laughing, and singing); verbal negative (name calling, reprimand, exclusion, abrasive language, and whining); physical positive (hug, pat, hand holding, material sharing, smiling, and running with a peer); and physical negative (threat by gesture, push, grab, hit, and rock/sand throwing). Frequency sampling revealed differences in frequency of positive verbal and positive physical behaviors, with the nongifted Ss exhibiting a higher rate of these behaviors than gifted Ss. The relationship of low incidence of verbal and physical behaviors among gifted Ss to cognitive and social development is posed as an important topic for future research. (CL)

ED 224 258 EC 150 645

Goldberg, Paula F. And Others

Evaluation Report for 1980-81 and a Summary of Years 1978-81 for the Parents Helping Parents Program and the Count Me In Project.

PACER Center, Inc., Minneapolis, MN.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date-Aug 81

Note-68p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Advocacy, *Attitude Change, *Child Advocacy, *Disabilities, Elementary Secondary Education, Legislation, *Parent Participation, Parent School Relationship, Program Descriptions, Program Evaluation, Public Relations, Puppetry, State Programs, *Volunteers, Workshops

Identifiers-Minnesota, *Parent Advocacy Coalition for Education Rights

The report describes evaluation activities of Minnesota's PACER (Parent Advocacy Coalition for Education Rights) Center's Parents Helping Parents'' Program and the COUNT ME IN'' Project. Section 1 focuses on Parents Helping Parents,'' a program to make parents more effective advocates for their children and to encourage them to work closely with schools in planning appropriate educational programs for their children. The Parents Helping Parents'' project has five levels of activity: Level I inform the general public regarding the needs and

ED 223 865   CE 034 418

Cosmetology 103, 203, 303.
Manitoba Dept. of Education, Winnipeg.
Pub Date-82
Note-255p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC11 Plus Postage.
Descriptors-Audiovisual Aids, Behavioral Objectives, *Cosmetology, Course Content, Educational Resources, Hand Tools, High Schools, *Learning Activities, State Curriculum Guides, Teaching Methods, Technical Education, Trade and Industrial Education, *Units of Study, Vocational Education
Identifiers-*Manitoba

As part of the high school vocational industrial program in Manitoba, this course has been designed to provide students with the foundation for a career in cosmetology. The program introduces and provides

ED 223 904 CE 034 544

Construction Mechanic, Engine Tune-Up I, 8-7. Military Curriculum Materials for Vocational and Technical Education.

Naval Construction Training Center, Port Hueneme, Calif.; Ohio State Univ., Columbus. National Center for Research in Vocational Education.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-78

Note-140p.; For related documents, see CE 034 542-545.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Audiovisual Aids, *Auto Mechanics, Course Content, Educational Resources, Electrical Systems, *Engines, Learning Activities, Lesson Plans, *Mechanics (Process), *Motor Vehicles, Postsecondary Education, Power Technology, Secondary Education, Technical Education, *Units of Study, Vocational Education

Identifiers-*Automotive Tune Up, Military Curriculum Project

ED 224 027 CS 207 269

Mehra, Achal

An Empirical Study of Post-Branzburg Cases Involving Newsmen's Privilege.

Pub Date-Jul 82

Note-29p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (65th, Athens, OH, July 25-28, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Confidentiality, *Court Doctrine, *Court Litigation, *Federal Courts, *Freedom of Speech, Journalism, Media Research, Newspapers, News Reporting, *State Courts

Identifiers-*Branzburg v Hayes

Nine years after the 1972 Supreme Court ruling in *Branzburg v. Hayes'' that journalists enjoy no constitutional privilege to withhold the names of sources and to conceal information from grand jury proceedings, a study was conducted to determine the courts' attitudes toward journalists' privilege and to test commonly held beliefs about

ED 224 067 CS 504 047

Carstens, Jerald

Perceptions of C. E. O.'s Personnel Managers, and Training Directors of Communication Practices and Listening Behavior in Large-Scale Organizations.

Pub Date-Nov 82

Note-26p.; Paper presented at the Annual Meeting of the Speech Communication Association (68th, Louisville, KY, November 4-7, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Business Education, Business Skills, *Communication Problems, Communication Research, *Communication Skills, Higher Education, *Listening Skills, *Organizational Communication, *Speech Curriculum

ED 224 107 EA 015 192

Arnold, Shirley C.
P.E.A.C.E. Project Revisited.
Pub Date-8 Sep 82
Note-10p.; Paper presented at the Annual Meeting of the Council of Educational Facility Planners (59th, Columbus, OH, September 26-29, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Advisory Committees, *Community Surveys, *Educational Needs, *Educational Objectives, Elementary Secondary Education, Meetings, Program Descriptions, *Public Opinion, School Role, Student Attitudes
Identifiers-North Allegheny School District PA

In January 1981 the Community Advisory Council of the North Allegheny School District in Pennsylvania undertook a program called Planning for Educational Awareness through Community Examination (PEACE). This program involved a poll of the community to determine the major issues facing schools in the eighties and public opinion about how these issues

ED 224 317 FL 013 352

Surles, Robert L.

Foreign Languages for the Professions and Community Needs: From Text to Task.

Pub Date-82
Note-19p.; Paper presented at the Eastern Michigan University Conference on Spanish for Bilingual Careers in Business (Ypsilanti, MI, March 18-20, 1982).
Available from-Not available separately; see FL 013 333.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-Business, Business Communication, College Second Language Programs, *Course Content, Dictionaries, Higher Education, Instructional Materials, *Languages for Special Purposes, *Spanish, Teaching Methods
Identifiers-University of Idaho

Course content and teaching methods are proposed for a general course on Spanish for all professional or community needs. Such a course is offered at University of Idaho to upper level and graduate students of business. The course is comprised of self-contained modules on specific and general interest areas such as travel, communications, commerce, data gathering, law, and translation. The content of each of these modules is described, including topics covered, materials used, and teaching approaches. As no course can cover all the vocabulary needed for each field, students should supplement their knowledge with the appropriate professional dictionary. The course is intended as a goal-oriented approach to bridging the gap between language acquisition and practical performance for students who have already taken previous formal coursework in their professional fields. A bibliography of technical Spanish/English dictionaries is provided. (RW)

Cohen, Andrew D.

Writing Like a Native: The Process of Reformulation.

Pub Date-Jun 82
Note-23p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (16th, Honolulu, HI, May 1-6, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cohesion (Written Composition), *English (Second Language), *Hebrew, Higher Education, *Second Language Instruction, Teaching Methods, *Writing (Composition), *Writing Instruction

A procedure for providing feedback on compositions of advanced second language learners is described. Under this procedure, called reformulation, a native speaker rewrites second language learners' essays so that the ideas are preserved but presented in a native-like manner. A case study in reformulating Hebrew-as-a-second-language essay and a small study involving the reformulation of university level English-as-a-second-language and Hebrew-as-a-second language essays are reported. The case study demonstrates how a reformulation provides information not provided by a reconstruction, especially in regard to vocabulary appropriate for a written technical register, syntactic structures, and cohesive markers. The second study provides a comparison of the typical teacher correction or reconstruction and reformulation. The reformulations gave more extensive feedback on improving the essays, especially in the area of cohesion. Student reactions were mostly positive in that reformulation provided them with a complete example of a more native-like way to express their own ideas. (Author/RW)

ED 224 356 HE 015 602

Hotchkiss, Courtlyn W., Comp.

Handbook for the Administration of Academic Departments.

Colorado State Univ., Ft. Collins.

Pub Date-1 May 67

Note-66p.

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Administrative Organization, *Administrator Role, Budgeting, College Faculty, *Department Heads, *Departments, *Employment Practices, Faculty Evaluation, Faculty Recruitment, Faculty Workload, Fringe Benefits, Higher Education, Money Management, *Personnel Policy, Research, Teacher Employment, Teacher Salaries, Tenure

Identifiers-*Colorado State University

A handbook to assist newly appointed department heads at Colorado State University is presented. Topics include: the organization of the university, departmental organization, faculty personnel matters, staff personnel administration, fiscal operation, and research administration. The majority of departments operate under departmental codes outlining organization and operation. Specific responsibilities of the department head are identified: preparation and administration of the departmental budget; initiation of recommendations for appointments, dismissal, salary increases, advancement, and tenure of staff members; management of academic and financial matters within the department; and preparation of reports. The use of departmental committees and the selection process for the department head are addressed. The following faculty personnel matters are discussed: recruitment, appointments, reappointments, confidential interviews, promotions, tenure, resignations, and faculty fringe benefits. In addition, staff personnel administration is addressed in regard to: the personnel office, categories of employees, salary increases, hourly employees, creation of new positions, promotions, reclassification, work week, overtime, and extra payments. Fiscal operations include the following: sources of financial support, budgets, staffing patterns, salary policies and procedures, methods of salary payments, expense disbursements, capital equipment, and purchasing. Appended forms concern: academic faculty appointment, administrative and professional staff appointment, personnel action sheet, performance rating, advancement in rank, tenure, and budget change requests. (SW)

ED 224 372 HE 015 635

Carey, Phillip, Ed. And Others

The Challenge to Succeed. The Higher Education of Minorities, Report No. 2.

Minnesota Univ., Minneapolis. Office for Minority and Special Student Affairs.

Report No.-ISBN-0-9602384-0-8

Pub Date-79

Note-68p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Academic Achievement, Academic Advising, Academic Persistence, Access to Education, Centralization, College Administration, *College Desegregation, College Planning, *Higher Education, *Minority Groups, Nontraditional Students, School Organization, *Student College Relationship, Student Financial Aid, Student Needs, *Student Personnel Services, Student Problems, Success

Identifiers-*University of Minnesota

The response of the University of Minnesota (UM) to minority education is addressed in this document, which contains three papers and the proceedings of the First Annual Minority Student Personnel Workshop at UM. Among the general areas of concern identified by the school's Office for Minority and Special Student Affairs (OMSSA) are the following: the structure, provision, and availability of services to minority students; major problems facing minority students; and establishment of a coordinated university-wide communication system for minority programs. Reports are presented on the following four sub-workshops: organizational structure and administration, financial aid, academic problems, and communication. Critical Issues in Minority Higher Education'' (James Baugh) considers issues in educational access, retention, academic support program structures, the distribution of minority students among academic disciplines, and institutional responsibilities to serving minority students. The Challenge to Succeed'' (Phillip Carey) notes 10 problems experienced by UM minority students and reasons why organizational structuring is a key variable in improving the situation. A pilot program to provide incoming minority and disadvantaged freshmen with basic skills through a coordinated centralized delivery model is also briefly addressed. Finally, A Plan for Action'' presents a blueprint for action on which OMSSA intends to build its program. Attention is directed to student recruitment, personal and academic advising, monitoring academic performance and tutoring, and evaluation. (SW)

population; (2) financial cost and location were major reasons for attendance; (3) they were largely uninterested in participating in campus activities, even when available; (4) while some racial issues were evident, white students appeared to be more concerned about getting a quality education; (5) a majority did not believe that the college must play down its black heritage in order to attract white students; and (6) respondents found social/human relation benefits from attending a historically black institution. Although most appeared to be more involved with their own circle of friends, 50.4 percent indicated that if activities of interest were scheduled during the evening, they would attend. Most of the white respondents clearly saw the pursuit of a degree as the major, and for many, the only matter of interest. Some student comments are included. (SW)

states and the District of Columbia for 16 professions, 9 in the health sciences, 2 in the social sciences, and 5 in nonhealth fields. Apparently, no 2 states agree on which of the 16 fields need continuing education requirements. It is concluded that: (1) government should encourage licensed health professionals to keep up systematically with developments in their fields; (2) for self-employed practitioners such as physicians and optometrists, continuing education tends to concentrate on developing greater depth or specialization, but for salaried practitioners such as nurses and pharmacists, it may concentrate on the development of breadth and flexibility; (3) neither the statutes nor implementing regulations for continuing education indicate what is expected of the professional learner; (4) no way exists to determine whether these educational activities are achieving any useful purpose; and (5) access to continuing education varies greatly depending on location and profession. It is suggested that these requirements place burdens on geographically isolated and low-income practitioners, are costly to both professionals and consumers, and cannot ensure professional competence. (SW)

among the top five for all groups: education, social sciences, and biological sciences. The field of physical sciences was among the top five for all groups except Hispanics. Lastly, 68,611 first-professional degrees were awarded, 91 percent to whites, and the next largest number to blacks. Law was by far the largest field, followed by medicine, theology, and dentistry. (SW)

Kolstad, Andrew

Does College Pay? Wage Rates before and after Leaving School. NCES Bulletin.

National Center for Education Statistics (ED), Washington, DC.
Report No.-NCES-82-238b
Pub Date-Nov 82
Note-13p.
Available from-National Center for Education Statistics, 400 Maryland Ave., S.W., Washington, DC 20202.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Associate Degrees, Bachelors Degrees, College Attendance, *College Graduates, Comparative Analysis, *Educational Attainment, *Education Work Relationship, Females, Higher Education, *High School Graduates, Longitudinal Studies, Males, Salaries, *Salary Wage Differentials, *Sex Differences
Identifiers-*National Longitudinal Study High School Class 1972

The relationship between starting wage rates and level of education attained by young adults was studied, based on findings of the National Longitudinal Study of the High School Class of 1972. According to 1972-1979 data, the greater the educational attainment of the young adults, the higher their starting wage rates. Although the wage rates of young women college graduates quickly caught up to and overtook those of their female high school classmates who did not attend college, the wage rates of young men who did not attend college remained higher than their college-educated classmates for at least 8 years after high school. However, within every educational level and age group, females earned less per hour than comparable males. While in school, young people worked for lower hourly pay than they could get were they not in school. The women studied showed a crossover point (when the wage rates of those with differing levels of educational attainment show only minimal differences) in wage rates in 1976, when most of them were 22 years old. In that year, the wage rate of women with no college was $4.27 per hour, of those with less than 2 years of college was $4.61 per hour, of those with 2 years of college or more or a two-year degree was $4.54, and of those with a bachelor's or advanced degree was $4.72 per hour. For men, the crossover point in earnings came in 1979, when most were 25 years old, when the median hourly wage rates of men were $7.06, $6.94, $6.50, and $6.88, respectively. Limitations of the data are considered. (SW)

Morgan, James M.
Microcomputer Applications in Educational Program Planning Development.
Pub Date-Mar 82
Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 1982). Appendices may not reproduce on microfiche.
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computer Oriented Programs, Critical Path Method, Elementary Secondary Education, Information Processing, *Management Information Systems, *Microcomputers, Profiles, *Program Development, *Program Evaluation, *School Statistics, Statistical Analysis, Trend Analysis
Identifiers-Cincinnati Public Schools OH

The Cincinnati Public Schools have been exploring new applications of computers in the areas of program planning, management, and evaluation. For the past 10 years, they have collected and computer-stored information on student, staff, administrative, and socioeconomic variables for each school. Data on a selected set of the variables best descriptive of individual school status are being entered into Apple II microcomputer files for use in a school profile program, which will allow display of individual school file records and comparison to the all-school average on each variable. A trend analysis/forecasting program is also being developed using individual school files, which will contain data on the same set of variables, and provide extrapolations of future trend lines for a particular variable. Another program will project the effect of specific program interventions on a school variable. A program for producing PERT charts is also under development which will adapt currently available software to produce project activities schedules, using the Critical Path Analysis method to determine appropriate activity timelines. Other applications include provision of a continual monitoring and updating function for program implementation and evaluation functions using statistical programs. The possibilities for microcomputer support for educational planning and development are just beginning to be explored. This report provides 11 references. (LMM)

ED 224 475 IR 010 528

McGrew, Mary Lou Buckingham, Betty Jo

Survey of the Status of Media Service in Iowa Public Schools. 2.

Iowa State Dept. of Public Instruction, Des Moines.
Pub Date-82
Note-84p.; For related document, see ED 158 718.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Elementary Secondary Education, Guidelines, *Learning Resources Centers, *Library Equipment, Library Expenditures, *Library Materials, Library Personnel, Library Research, *Library Standards, *School Libraries, School Surveys
Identifiers-Iowa

A second survey of school media services in Iowa was conducted in 1980 in order to measure trends and determine the degree to which schools have met new media services guidelines. The survey instrument included many of the same questions as the questionnaire used for the original study in 1976. One major focus of the data interpretation was the number of school library media centers meeting and not meeting specific quantified guidelines set forth in Phase I of Plan for Progress, K-6 and Plan for Progress, 7-12, which were revised after the first survey was completed; changes in guidelines are noted. The total number of quantified guidelines met by each school media center was the second major focus, while the third was concerned with averages, ranks, percentiles, and ratios. When this information is related to quantified guidelines, it is presented with the discussion of the pertinent guidelines. Data not related to guidelines are discussed separately, and general interpretations and conclusions close the report. Appended tables display detailed data on the range of standards met for materials, equipment, staff and budget, support staff, expenditures, and facilities; comparisons with 1976 data are also provided. (Author/LMM)

services to the blind and physically handicapped, photoduplication, preservation and restoration, employment, finances, legislation, exhibits, cultural programs, and LC publications. An index concludes the report. (ESR)

ED 224 496 IR 050 037

Cremmins, Edward T.
The Art of Abstracting.
Report No.-ISBN-0-89495-015-0
Pub Date-82
Note-150p.
Available from-ISI Press, 3501 Market St., Philadelphia, PA 19104 ($13.95).
Pub Type- Books (010) - Guides - General (050)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Abstracting, *Abstracts, Cognitive Processes, *Critical Reading, Descriptive Writing, Editing, Guidelines, Information Processing, Professional Recognition, *Reading Processes, Reading Skills, *Writing Processes, Writing Skills
Identifiers-Computer Assisted Abstracting

A three-stage analytical reading method for the composition of informative and indicative abstracts by authors and abstractors is presented in this monograph, along with background information on the abstracting process and a discussion of professional considerations in abstracting. An introduction to abstracts and abstracting precedes general advice for abstractors and a summary of the processes of human and computer-assisted abstracting and translating. Sections on retrieval reading, creative reading, and critical reading comprise the proposed three-stage method for abstracting, with rules and examples provided for each stage. The importance of analytical reading in the writing of good-quality abstracts, the length and style of abstracts, the time required for writing abstracts, and the function of thinking and cognition skills within abstracting and other information-processing activities are described. A syntopical index to the literature on abstracting style is also included. The interrelationships between abstractors, readers, information scientists, managers or sponsors of abstracting services, and editors or reviewers of abstracts are examined, as are the topics of abstracting as a profession and the professional status of abstractors. A glossary, seven appendices including annotated bibliographies and further rules and examples for abstracting, a list of 37 references, and an index conclude the publication. (Author/ESR)

school and its accreditation, chapter 2 defines the educational task and objectives of OVC. Chapter 3 offers a profile of the OVC student body, a review of spiritual-emphasis activities on and off campus, a description of extracurricular activities, and a discussion of campus residential life. After chapter 4 provides an overview of OVC's instructional program and faculty characteristics, chapter 5 describes the organization and management of the school in terms of the board of trustees, administrative and organizational relationships, and committee and student input. Chapter 6 is devoted to OVC's supporting resources, such as plant and equipment, library, supporting constituency, and financial resources. Chapter 7 presents the results of the 1981 alumni survey, looking at graduates' academic and employment success, spiritual dedication and values, and support of OVC. In chapter 8, data are presented showing student achievement and community service outcomes. Chapters 9 and 10 provide evidence of the college's ability to accomplish its objectives in the future, assessing its strengths and weaknesses and providing enrollment, personnel, and financial projections. Self-study forms are appended. (AYC)

Evaluation, *Research Problems, Two Year Colleges

This introduction to the major concepts of cost-benefit analysis (CBA) is intended for individuals involved in health care provider education who are attempting to measure the costs and benefits of their educational activities. After tracing the development of CBA, the paper defines it as an attempt to quantify and compare the expenditures for a project with the value of the finished project and identifies the ways information gained from CBA can be used. In addition, the paper looks at problems associated with the use of CBA, such as the difficulty in assigning dollar values to attitude changes, aesthetic values, and increased quality of life; the costs of the analysis; and the inability of CBA to take social and environmental effects into consideration. Next, a summary is provided of methods used to determine fixed and variable costs, and examples are cited of less expensive ways of providing health care training, such as cooperative programs, student self-training, the elimination of unnecessary units, and student-financed training. The following section of the paper looks at ways of determining direct, indirect, and long-term benefits, considering problems in evaluating revenue-producing services; citing possible assessment areas such as employee turnover and effectiveness of training; and reviewing a CBA of a physical fitness program as an example of setting objectives and determining benefits. A glossary of terms and bibliography conclude the paper. (AYC)

available health care in Virginia emphasizes a preventive approach and the extent to which Virginia's medically needy children have access to medical care. Statistics indicate that, as compared with the country as a whole, Virginia has problems in the area of infant health. An examination of neonatal and infant mortality rates reveals that for certain areas within Virginia problems with infant health are even more severe than for the state in general. Inadequate prenatal care for teenage and nonwhite mothers contributes substantially to this problem. Access to health care and health care information is blocked by many different barriers. These barriers are economic, attitudinal, and for many rural low-income children and families, physical. Preventable and potentially disabling conditions should be treated through primary preventive services, but to do so requires both access to services and prompt early treatment. At this time of diminished federal resources for indigent health care, providers and advocates must turn to strategies which (1) maximize the quantity and quality of client access to existing health care resources and (2) stress the development of new resources. (RH)

Descriptors-Community Study, *Curriculum Development, Elementary Education, *Elementary School Students, Lesson Plans, *Multicultural Education, *Reading Skills, Resource Materials

This booklet provides an assortment of materials relating to a cognitive approach to community-based multicultural education. In a brief discussion, the first article presents a preliminary formulation of some views about multicultural education. The text includes a list of basic skills and thinking processes which may be taught and learned through a multicultural approach to curriculum, along with a list of stories for reading aloud that reveal different cultural perspectives. A second brief article discusses ways to restore the connection between reading and writing and students' daily lives. A list of readings and other related materials is appended. (RH)

Billman, Jean

The Preschool Temperament Inventory: Construction and Standardization of a Teacher-Rated Instrument for Assessing Temperament of Three- to Six-Year-Old Children.

Pub Date- 81
Note-25p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Individual Differences, *Personality Assessment, *Preschool Children, Preschool Education, Profiles, *Rating Scales, Student Characteristics, *Test Construction, *Test Reliability, *Test Validity

Because of reliability and validity problems in teacher- and parent-rated early childhood questionnaires, the Preschool Temperament Inventory (PTI) was developed to help teachers assess and appreciate individual differences of children prior to first grade. The PTI uses teacher ratings on eight temperament categories, including activity level, approach/withdrawal, adaptability, intensity, mood, persistence, distractibility, and threshold. To establish reliability, 54 preschool children were rated on 72 items of a pilot instrument. A chi-square test was performed on each item to differentiate the 15 high scorers and the 15 low scorers in each temperament category. Items not showing a difference at the .05 level of significance were eliminated from the revised version, resulting in a questionnaire with 54 items. Questionnaires were rescored with consideration given only to reliable items, and the PTI was administered to an additional sample of 73 preschool children. To validate the instrument, a subsample of 31 children was rated on the Behavioral Style Questionnaire, a parent-rated temperament instrument. All the children's scores were plotted individually on a profile sheet in order to determine diagnostic cluster assignment. Characteristic dimensions of children who were found to be easy, difficul[illegible] and slow to warm up'' are described, and additional results are discussed. It is concluded that the PTI reliably measures temperament traits of children 3 to 6 years of age. The instrument and related materials are appended. (RH)

ED 224 611 PS 013 294

Travers, Jeffrey, Ed. and Others

The Culture of a Social Program: An Ethnographic Study of the Child and Family Resource Program. Child & Family Resource Program Evaluation, Main Volume, Fall 1981.

Abt Associates, Inc., Cambridge, Mass.
Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Report No.-AAI-81-89
Pub Date-16 Nov 81
Contract-HEW-105-79-1301
Note-620p.; Appendices contain several forms that may not reproduce clearly. For related documents, see PS 013 238 and PS 013 295-303.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF03/PC25 Plus Postage.
Descriptors-Case Studies, Comparative Analysis, *Delivery Systems, Early Childhood Education, *Ethnography, *Family Programs, Federal Programs, Longitudinal Studies, *Low Income Groups, *Program Effectiveness, Program Evaluation, Public Policy, Social Services
Identifiers-*Child and Family Resource Program, Developmental Continuity, Project Head Start

This report, devoted to the ethnographic study component of the Child and Family Resource Program (CFRP) evaluation, consists of three major sections. The first section outlines the rationale for employing ethnographic research in evaluating the effects and effectiveness of CFRP and describes study methodology, including examinations of the research design and questions, case selection and recruitment, and data collection procedures. The second section presents five case studies of sites in Jackson, Michigan; Las Vegas, Nevada; Oklahoma City, Oklahoma; St. Petersburg, Florida; and Salem, Oregon. Although far from being homogeneous, these case studies cover common topics concerning different facets of the program: assessment, goal setting, home visits, center sessions, and program activities. The last section is composed of two chapters which attempt to draw broader lessons from the detailed site reports. The first of these chapters summarizes common features of program operation across sites and highlights some of the main differences among programs. The second chapter identifies a set of common problems faced by programs and their staffs in deciding where to spend energy and allocate resources. Appendices to the case studies are provided at the end of the report. (MP)

ED 224 629 RC 013 683

Burnaby, Barbara J.

Language in Education among Canadian Native Peoples. Language and Literacy Series.

Ontario Inst. for Studies in Education, Toronto.

Report No.-ISBN-0-7744-0250-4

Pub Date-82

Note-53p.

Available from-The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6 ($5.50 each).

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*American Indian Education, *American Indian Languages, *Canada Natives, Elementary Secondary Education, English (Second Language), French, *Language Role, Native Language Instruction, *Reading Readiness, *Second Language Instruction, Second Language Programs

Identifiers-*Canada, French (Second Language)

Intended to provide Native community members, teachers and administrators in Native schools, and teachers in training an overview of current research on language issues relating to Canadian Native education, the book presents general background information on Native peoples in Canada and the education systems that serve them. Existing and potential programs for English/French and Native language development in Native schooling are outlined in terms of language both as a medium and a subject of instruction. Effectiveness of these programs, along with the impact of social use of language on school programs and questions regarding the acquisition of reading skill among Native students, is also discussed. Suggestions and information to assist in community school language decisions, individual school program decisions, school system program design, and the planning of teacher training are also provided. (ERB)

readers. The consonant x,'' 14 new vowel environments, 7 new diphthong environments, and 102 new words are introduced. This teacher's guide is organized so that a copy of the students' reader-workbook page and the instructions for that page appear together. Specific activities are provided for oral lessons, dictation, and blending syllables. Oral lessons, designed to introduce new sound-symbol associations, are placed in lesson sets of one to three oral lessons throughout the guide. Each set of lessons is to be completed before students continue to read in the student reader-workbook. If additional oral lesson activities are needed, the pre-reading section of the Ch'al'' teacher's guide provided a variety of activities that may be used as supplemental lessons. Small instructional groups (6-10 students, grouped according to individual needs, progressing at similar rates) are suggested. Additionally, the guide suggests reading lessons should be 20 to 30 minutes in length, with 2 daily reading periods desirable. (AH)

ED 224 667 RC 013 721

Nowak, Peter J.

Applicability of an Adoption-Diffusion Model to Resource Conservation: A Supporting View.

Pub Date-Sep 82

Note-21p.; Paper presented at the Annual Meeting of the Rural Sociological Society (San Francisco, CA, September 1982).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adoption (Ideas), *Conservation (Environment), *Diffusion (Communication), Farmers, *Goodness of Fit, *Innovation, *Models, Prediction, Rural Areas, Social Systems, Soil Conservation, Water

At issue is the extent to which one can employ an adoption and diffusion of innovations model(s) to explain and predict the use of soil and water conservation practices. Much, however, can be gained from using models in this area. Four dimensions that should be present in any research design if it is to account for adoption and diffusion of conservation practices are the nature of the innovation, the characteristics of the adopting unit, the position of the adopting unit within the social system, and the characteristics of the social system. There is little disagreement that the nature of the innovation influences adoption and diffusion processes. There are no pre-packaged conservation machines''; conservation is a blend from agronomy, engineering, economics, and, at times, superstition and luck. Although it is easy with hindsight to look back upon the adoption-diffusion model as it evolved in the 1950s and see shortcomings, it offered then, and now, a tremendous utility. Perhaps the major problem with this model is the researchers' tendency to accept the model at face value to take it for what it is. Instead, this model, or any model, should be constantly challenged and modified to account for new situations and old criticisms. (BRR)

ED 224 687 SE 039 715

Underhill, Robert G. And Others

Microcomputers in Educational Settings: An Annotated Bibliography.

Virginia Polytechnic Inst., Blacksburg.
Pub Date-82
Note-60p.; The references (mentioned in the abstract) are categorized in another document (ERIC/SMEAC) Information Bulletin No. 3, 1982.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Annotated Bibliographies, Computer Programs, Computers, *Computer Science, Educational Change, *Educational Technology, Elementary Secondary Education, Higher Education, *Microcomputers, *Reference Materials
Identifiers-*Current Index to Journals in Education, *Resources in Education

This document provides an annotated bibliography of the microcomputer documents and articles listed in ERIC's Resources in Education (RIE) and Current Index to Journals in Education (CIJE) through December 1981. The references were identified through a search of document abstracts and annotations. The document may be of value to elementary and secondary teachers, graduate students, and college/university faculty who want to locate information on microcomputers. References from RIE and CIJE are listed separately by access number. (MP)

is responsible for a limited number of students; (5) children participate in daily half-hour sessions on a ratio of about three students per teacher, devoted strictly to the instruction of unmastered skills; (6) students work at their own pace on materials geared to their own diagnosed needs and abilities; (7) pupils work with materials different from those used in regular classrooms; and (8) student progress is measured by continuous diagnostic testing, as well as pre- and post-testing on normative instruments. (Author/MP)

K-12 social studies teachers in all states can use the readings and exercises in this handbook. It can also be used in pre- and in-service teacher education. The first of six sections discusses social studies' history and goals, laws and regulations in North Dakota, and the new social studies. Materials and services available from the North Dakota Department of Public Instruction are discussed in the second section. The third section presents background information, discussion questions, and teacher exercises on the unit, thematic, learning center, contract, inquiry, and inter-disciplinary approaches. Section 4 suggests student projects for oral history, reading in the content areas, mainstreaming, games about North Dakota, original student research, and global studies. The fifth section discusses concepts in social science disciplines. Questions for discussion and teacher exercises and activities are also included. Evaluation is the topic of the last section. The appendices contain the National Council for the Social Studies guidelines, statements concerning the essentials of education, a multi-ethnic education checklist, and information on North Dakota government and state institutions. (RM)

ED 224 747 SO 014 408

Youth Participation in Youth Advocacy: A Practical Guide for Developing Programs.

National Commission on Resources for Youth, Inc., Boston, MA
Spons Agency-Joyce Foundation, Chicago, IL.; Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
Pub Date-Jan 82
Grant-LEAA-78-JN-0035-s-1
Note-76p.
Available from-National Commission on Resources for Youth, Inc., 605 Commonwealth Ave., Boston, MA 02215 ($5.00).
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adolescents, *Advocacy, Case Studies, *Community Programs, Guidelines, Justice, *Models, Participative Decision Making, Program Descriptions, *Program Development, Program Implementation, Secondary Education, Social Action, Social Systems, Young Adults, *Youth Programs

Guidelines and case studies of model programs are intended as resource materials to aid 22 organizations funded by the Office of Juvenile Justice and Delinquency Prevention to encourage meaningful youth participation in policy decisions which affect youth, primarily in the juvenile justice, educational, and social systems. The first of three major parts briefly discusses why youth participation is essential, what youth gain from participation, and the key elements of youth participation. The second part provides practical guidelines for program implementation on organizational commitment, qualities of youth organizers, recruitment, incentives, getting youth interested in advocacy, developing commitment, training, skills, and opportunities for learning. The third part, comprising over half of the publication, describes a variety of advocacy activities that young people have handled successfully in actual projects developed to respond to local needs using local resources. They publish newspapers; produce handbooks, comic books, and guides; produce radio shows; and negotiate with public officials, and develop legislation. (RM) activities; and (10) athletic facilities. Supportive data is provided through tables and charts. Needs for further investigation and research are noted in the areas of tenure; competency guidelines; hiring priorities; Title IX, Section 504; and evaluation of teachers, administrators, and coaches. (FG) either small, similar ability groups or individualized instruction. Differentiated approaches are generally accepted as the best means to provide sex-fair instruction, but they are often not used because of lack of materials or time and because physical education teachers are not well prepared to apply them. (Author/JD)

ED 224 806 TM 820 530

Russo, Nancy Felipe And Others

Understanding the Manuscript Review Process: Increasing the Participation of Women.

American Psychological Association, Washington, D.C.

Pub Date-82

Note-52p.; Table 1 may be marginably legible, due to small print. Papers presented at the Annual Meeting of the American Psychological Association (Los Angeles, CA, 1981).

Available from-Nancy Felipe Russo, Ph.D., Administrative Officer for Women's Programs, American Psychological Association, 1200 17th Street N.W., Washington, DC 20036.

Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Authors, Editing, *Females, Professional Recognition, *Psychologists, *Publications, Revision (Written Composition), *Scholarly Journals, Technical Writing

Identifiers-Educators, *Manuscript Submission Procedures, *Writing for Publication

For the process leading to the publication of one's professional work to be equitable, all authors must understand why and how publication decisions are made. Psychologists must understand how editors and reviewers look at manuscripts, and how the author's own attitudes and skills may affect the acceptance of manuscripts. These four papers are based on presentations at the American Psychological Association symposium, Understanding the Manuscript Review Process: Increasing the Participation of Women.'' The papers are intended to inform all psychologists, no matter in which area they may wish to publish. An Editor Looks for the Perfect Manuscript,'' by Sandra Scarr, is presented from the perspective of a journal editor. Overcoming Common Barriers to Publishing Psychological Work,'' by Stephanie B. Stolz, is an author's view. Manuscript Faults and Review Board Recommendations: Lethal and Non-Lethal Errors,'' by Kathryn M. Bartol, is based on a survey of review board members. Another Voice on the Publishing of Manuscripts,'' by Jacqueline Goodchilds, looks at the publishing system. (CM)

Identifiers-Test Batteries, *USES Specific Aptitude Test Battery

The United States Employment Service (USES) Specific Aptitude Test Battery (SATB) for Semiconductor Occupations is evaluated from three points of view: (1) technical adequacy of the research, (2) fairness to minorities, and (3) usefulness of the battery to United States Employment Service staff and employers in selecting individuals for training in Semiconductor Occupations. Research demonstrated a statistically significant and useful relationship between proficiency in these Semiconductor Occupations and the SATB. The SATB can be expected to produce to useful increase in the proportion of highly proficient workers. When the SATB was applied to the validation sample, composed of individuals who were employed and therefore could be considered competent, an increase from 66 percent to 74 percent in the proportion of highly proficient workers was found. A greater increase can be expected when the battery is used with applicants, as the range of relevant abilities is wider among applicants than among employed workers. The report includes: (1) research summary; (2) procedure; (3) analysis; and, (4) validity of the battery. Descriptive statistics for subgroups of the validation sample; descriptive rating scale; and job description are contained in the appendices. (Author/PN)

ED 224 421 HE 015 743

Family Practice Clerkships in California and Nevada: A Manual and Guide for Medical Students.

California Univ., San Francisco. Div. of Family and Community Medicine.

Spons Agency-Area Health Education Center System, Fresno, Calif.; Health Resources Administration (DHHS/PHS), Hyattsville, Md. Bureau of Health Professions.

Pub Date- 82

Note-56p.; Not available in paper copy due to marginal legibility of original.

Available from-California Area Health Education Center System, Statewide Office, 5110 East Clinton Way, Suite 115, Fresno, CA 93727.

Pub Type- Reference Materials - Directories/Catalogs (132) - Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Clinical Experience, Educational Facilities, Educational Objectives, *Family Practice (Medicine), *Graduate Medical Education, Higher Education, Hospital Personnel, Medical Evaluation, Medical School Faculty, Patients, Physicians, Practicum Supervision, *Teaching Hospitals

Identifiers-*California, Nevada

Information is provided on family practice clerkships (25 available at the time of publication in California and 1 in Nevada) to assist students in choosing a clerkship. For each clerkship, information is presented on the following: school/course, residency affiliation, site, address and phone number, clerkship director, clerkship coordinator, contact person, course information, student's experience, faculty and facilities, patient population, student's evaluation of clerkship, and miscellaneous features. Specific course information includes: application period, length of clerkship rotations, number of students per rotation/block, language requirement, prerequisites for clerkship, and number of entering residents that completed a clerkship at the site. Additional information is given on: goals and objectives for the student, model 1-week schedule of clerk, number of patients seen by student per day, percent of student's time spent in inpatient and outpatient care, and whether there are family practice conferences and, if so, the typical content. Information on the clinical layout of the facilities and specific types of service areas (i.e, x-ray, pharmacy, patient education facilities) is included. A chart indicates types and number of providers, contact with students, and whether the provider is responsible for direct supervision. The age distribution, racial mix, and socioeconomic distribution of the patient population are indicated, and commonly stated strengths and weaknesses of the clerkship, as perceived by students. are listed. (SW)

ED 224 708 SE 039 828

Heintschel, Ruthann M.
Science in Ohio's Secondary Schools. A Status Report.
Ohio State Dept. of Education, Columbus.
Pub Date-82
Note-33p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum Development, Department Heads, High Schools, Laboratory Safety, School Safety, Science Course Improvement Projects, Science Instruction, *Science Programs, *Science Teachers, *Secondary School Science, *Staff Development, State Surveys, Teaching Methods
Identifiers-*Ohio

Because the decline in high quality and well-attended science education programs has been a source of concern to educators, policymakers, and leaders of business and industry, a survey of secondary school science education was conducted in 1981 by the Ohio Department of Education. Questionnaires were sent to 161 public high schools, representing 26 percent of the public school districts in the state; 131 (81 percent were returned). The questionnaire was divided into four categories: (1) staff/staff development; (2) curriculum development; (3) classroom strategies; and (4) course inventory. Data are provided in terms of responses to each question asked on the survey related to the four categories and sections within each category. Data on the characteristics of respondents are also included. To date no statistical test of significance has been done on the data. The complete questionnaire and a list of secondary school science course titles are included in appendices. Findings indicate among others that few of the federally funded science programs are used in Ohio schools today, a high (81.4 percent) use of laboratory work, concerns for school/laboratory safety, and that a large percentage do not have proper safety equipment in laboratories. (Author/JN)

ED 224 768 SP 020 498

Burns, Marilyn

Good For Me! All about Food in 32 Bites. A Brown Paper School Book. First Edition.

Report No.-ISBN-0-316-11747-1
Pub Date-78
Note-126p.
Available from-Little, Brown & Company, 34 Beacon Street, Boston, MA 02106 ($6.95).
Pub Type- Guides - Classroom - Learner (051) - Books (010)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Consumer Education, *Dietetics, *Eating Habits, Elementary Education, Foods Instruction, Food Standards, *Nutrition, Nutrition Instruction, *Physical Health

This book, designed to introduce elementary school students to nutrition, contains 32 chapters dealing with various issues of nutrition, dietetics, eating, and food. Information is conveyed through readings, student quizzes, statistics, student activities and experiments, and illustrations. The chapters, generally two to four pages in length, contain information on different foods and food groups, the history of some popular foods, the effects of various foods on the body, healthy and unhealthy eating habits, meal planning, and the nutritional value of various foods. (JD)

ED 224 788 SP 021 539

Plowman, Sharon Ann

The Use of Health Related Physical Fitness Tests to Achieve Sex Fair Ability Grouping of Students in Junior and Senior High School Physical Education Classes.

Spons Agency-Illinois State Board of Education, Springfield.
Pub Date-Aug 81
Note-21p.; Paper presented at the Physical Education Ability Grouping and Performance Evaluation Symposium (Ottawa, IL, August 13-14, 1981). For related document, see ED 222 490.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ability Grouping, Ability Identification, Cardiovascular System, Classification, Coeducation, Human Body, *Performance Tests, *Physical Education, *Physical Fitness, Physical Health, Secondary Education, *Sex Differences, *Sex Fairness

The use of health-related physical fitness tests for sex-fair ability grouping in physical education classes requires the verification of two assumptions: (1) that there exists a direct positive relationship between health-related physical fitness and development and/or improvement of various sport skills; and (2) that there is a physiological capability of both sexes to perform equally on health-related physical fitness test items. Health-related physical fitness tests involve cardiovascular function (1-mile run), body composition (triceps and subscapular skinfolds), and musculoskeletal function of the abdominal and low back region (timed sit-ups and sit and reach exercises). A comparison of selected percentile norms from the AAHPERD (American Alliance for Health, Physical Education, Recreation and Dance) Health Related Physical Fitness Test Manual shows that, with the exception of the flexibility item, if percentile scores are used for classification, true homogeneous groups based on absolute fitness will not be achieved. The use of absolute scores to achieve sex-fair groups would require the establishment of criterion-referenced norms for the individual groups and probably result in an unequal sex, but equal fitness, distribution of students. (Author/JD)

ED 224 388 HE 015 651

Webb, Melvin W.

Desegregation of Higher Education: A Look at Political and Legal Issues Prior to Brown v. Board of Education.''

Pub Date- 80

Note-38p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University.

Pub Type- Opinion Papers (120) - Information Analyses (070) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Access to Education, *Black Students, College Admission, *College Desegregation, *Constitutional Law, *Court Litigation, Educational Legislation, Elementary Secondary Education, *Equal Education, Government School Relationship, Higher Education, Legal Responsibility, Political Influences, Public Education, Public Opinion, Public Policy, *Racial Segregation, State Colleges

Identifiers-*Brown v Board of Education, Supreme Court

The political and legal forces that shaped opinion and government action prior to the Supreme Court decision of Brown v. Board of Education of Topeka (1954) are examined, along with constitutional interpretations concerning education and desegregation, federal and state statutes related to desegregation, and cases since Roberts v. City of Boston (1849). Focus is on desegregation of public colleges and universities, with the exception of two notable cases. Roberts v. City of Boston was the first notable case addressing the admission of blacks into white schools and dual systems. The Brown case ruled that the doctrine of separate but equal schools for blacks and whites was unconstitutional; although public elementary and secondary schools felt its immediate impact, it soon severely affected higher education. While at first the provisions of the 14th Amendment for equal protection of the law was applied only to political situations, the court slowly recognized social inequality as being as pervasive, and possibly more destructive, than political inequality. In 21 states, statutes had either mandated or allowed segregated higher education, and the federal government had not intervened in a matter that was considered a state's right. Behind the scenes political pressures in the Southern states had made desegregation of higher education a very unpopular issue for Congress. It is recommended that college administrators be attuned to U.S. Supreme Court decisions when developing policies related to admissions, affirmative action, and program duplication. (SW)

ED 224 405 HE 015 714

Hassan, Umar A.

The Art and Process of Negotiation: An Area Health Education Center Model.

Pub Date- 82
Note-21p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Agency Role, College Role, Community Leaders, *Community Organizations, Community Role, *Conflict Resolution, Cooperative Programs, Federal Aid, Government School Relationship, Higher Education, *Medical Schools, *Primary Health Care, Problem Solving, Regional Cooperation, *School Community Relationship
Identifiers-Area Health Education Centers, *Health Professions Educational Assistance Act, University of California

The negotiating relationship of a medical school and a community-based organization is examined, based on the point of view of a negotiator and the California Area Health Education Center (AHEC) System model. The Health Professions Educational Assistance Act (1974) funds medical schools to negotiate the use of a portion of their educational resources with specific representatives of medically underserved communities. The goal of the legislation is to improve the distribution, supply, quality, utilization, and efficiency of health care and to encourage the regionalization of educational responsibilities. The negotiation process between the medical school and the AHEC concerns the location and use of some of the educational resources of the medical school to increase the number of primary health care practitioners in the AHEC service area.

The legislation defines partially how the medical schools will interrelate with the community. The California AHEC project is based on a cooperative agreement between the University of California Board of Regents and the federal government. Each campus of the University of California system has a specific region within which it must collaborate with one or more AHEC's in the development of reciprocal relationships. The AHEC director, as conciliator, needs to communicate the trading sets of positions effectively and to know the language of medical education and the medical school's constituencies. Reference is made to the following concepts: consensus formation, bargaining field, Prisoner's Dilemma, and the Osgood Proposal. (SW)

ED 224 515   JC 820 561

Clark, Larry R.

An Interactive Planning and Program Evaluation Model for Higher Education.

Pub Date-Nov 82

Note-17p.; Paper presented at the Annual Meeting of the North Carolina Association for Institutional Research (10th, Raleigh, NC, November 10-12, 1982).

Pub Type- Speeches/Meeting Papers (150) - Tests/Questionnaires (160) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Planning, Community Colleges, Educational Planning, Evaluation Methods, Futures (of Society), *Long Range Planning, Management Systems, Organizational Objectives, *Systems Development, Two Year Colleges

Identifiers-*Western Piedmont Community College NC

The model for long-range planning described in this report was instituted at Western Piedmont Community College (WPCC) in 1982. Introductory material outlines the elements of WPCC's planning process, i.e., the clarification of issues, the establishment of priorities, the achievement of consensus on courses of action, and the allocation of resources. This section also presents the major assumptions about the future that establish the parameters for long-range college planning, including decreases in funding, a continued increase in the nontraditional student population, and an increased emphasis on vocational and technical offerings. Following a brief review of the history of long-range planning at WPCC, the six stages of the college's planning system are presented: (1) a review in January of each year of WPCC's mission and goals by each major administrative unit; (2) a comparison of the mission and goals of each planning unit with those of the college and a review of college programs and services; (3) a written statement by each unit of future activities; (4) the compilation and review of proposed activities by the Long-Range Planning Committee (LRPC); (5) an overall evaluation of plans; and (6) an update of plans and evaluation of objectives by the Board of Trustees. Finally, the process of monitoring and evaluating the plan by means of monthly reports and quarterly reviews of planning objectives by the LRPC is presented. Forms and charts are included to illustrate various aspects of the planning process. (HB)

ED 224 534 JC 830 012

Bresler, Marilyn

Changes in FTSE in Selected Occupational Areas by Student Sex: Fall 1972, Fall 1977, and Fall 1982. Report No. 82-13.

Maricopa County Community Coll. District, Phoenix, Ariz. Office of Educational Development.

Pub Date-Nov 82

Note-29p.

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Colleges, *Enrollment Trends, *Females, Full Time Equivalency, *Males, Multicampus Districts, Two Year Colleges, *Two Year College Students, *Vocational Education

Data are provided in this report on the changes in the sexual composition of full-time student enrollments in selected occupational areas in the Maricopa County Community College District (MCCCD). The report provides figures on male and female enrollments for fall 1972, fall 1977, and fall 1982 in eight areas: Administration of Justice, Automotive, Data Processing, Drafting, Electronics, Engineering Science, Management, and Marketing. Table 1, which presents the number and percentage of male and female full-time student equivalent (FTSE) enrollments for the three selected years, is followed by a series of charts illustrating the changes in the sexual composition of the program enrollments over the 10-year period. The final series of tables offers a sexual breakdown of enrollments at each of the seven colleges in the district for the same 3 years. The following findings are highlighted: (1) all programs showed increases in FTSE enrollments between 1972 and 1982; (2) in the Automotive program, only male FTSE increased substantially; (3) in Administration of Justice and Management, most of the growth in FTSE was attributable to female enrollments; (4) the proportion of female students in each of the eight program areas increased between fall 1972 and fall 1982; (5) while in 1972 males accounted for 78% and females 14% of the FTSE in all program areas combined, by 1982 males accounted for 61% and females for 35% of the FTSE. (HB)

ED 224 553 PS 012 735

Child Care in the 1980's: Exploring New Resources.

Virginia State Div. for Children, Richmond.
Pub Date-Nov 81
Note-14p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Advisory Committees, *Agency Cooperation, *Day Care, Early Childhood Education, Employer Supported Day Care, *Financial Support, *Marketing, *Social Change, *Statewide Planning, Tax Credits
Identifiers-Virginia

Because resources from the federal government will continue to diminish, and because rising costs and inflation could make quality child care services more scarce and expensive than they are at present, it is crucial to examine new alternatives for meeting child care needs in the 1980's. Dramatic changes in the structure of the American family in recent years and in the work force during the past decade have stimulated the need for more care services. Statistics available in Virginia reflect the same trends exhibited at the national level; additionally, reports and conferences held in recent years document the growing need for child care in this commonwealth. Of special concern is the need for day care services for infants, school-age children, and handicapped children, as well as the necessity for providing quality programs. Current initiatives to develop a comprehensive strategy for day care within Virginia have resulted in largely piecemeal efforts dealing with a single aspect of the situation. Comprehensive interagency cooperation is needed if future challenges are to be met. Some new alternatives and strategies that can potentially affect Virginia's day care situation include establishing a day care council, involving business and industry in providing child care, marketing child care, and extending tax credits to parents. (RH)

ED 224 573 PS 013 241

Walton, Marsha D. Sedlak, Andrea J.

Children's Recognition of Plans in the Behavior of Other Actors.

Pub Date-Aug 82
Note-26p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Age Differences, Comparative Analysis, Comprehension, *Elementary School Students, *Kindergarten Children, *Moral Values, Primary Education, *Schemata (Cognition), *Value Judgment

An investigation of children's tendencies to infer planfulness from the behavior of other actors revealed systematic differences in the responses of kindergarten and second-grade children to questions about the motives, goals, and knowledge of story characters. Participating in the study were 13 boys and 13 girls attending public school (15 kindergarteners and 11 second graders). Twelve simple story sequences illustrated by four colored pictures were used in four versions, each of which varied an actor's knowledge about a critical event that either had occurred or would occur depending on when the actor entered the scene. Each of the four versions consisted of one of the following sequences: plan, surprise, bad luck, or anomalous. One or 2 weeks after hearing 8 of the 12 stories and performing a memory task, subjects were told the remaining 4 stories, including 1 in each of the 4 story conditions. A semi-structured interviewing technique was used to probe children's understanding of the actor's goals, motives, knowledge, and beliefs. After the interview, the children were asked to retell the stories they had been told. Audiotapes of the interviews were transcribed and independently coded. Four contrast scores were formed for each dependent variable; these were analyzed by one-way analysis of variance, with grade as the independent variable. Results are discussed. (Author/RH)

ED 224 649 RC 013 703

Rosier, Helen Cody And Others

Nashdoi Dini K'ehji Naaltsoos Wolta' Bo'ho'aa'igii (Cougar: Navajo Language Reader). Book 3.

Native American Materials Development Center, Albuquerque, NM.; Rock Point Community School, Ariz.

Spons Agency-Office of Education (DHEW), Washington, D.C.; Ramah Navajo School Board, N. Mex.

Report No.-ISBN-0-86591-003-0

Pub Date-Feb 81

Note-78p.; For related documents, see RC 013 696-702.

Available from-Native American Materials Development Center, 407 Rio Grande Blvd, N.W., Albuquerque, NM 87104 ($3.50 each or $25.oo per set).

Language-Navajo

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*American Indian Education, *Beginning Reading, *Directed Reading Activity, Elementary Education, Grade 1, Language Experience Approach, *Navajo, Phoneme Grapheme Correspondence, *Phonics, Reading Instruction, Reading Programs, Workbooks

The student's reader-workbook accompanies the teacher's guide to Nashdoi.'' Organized in the same format as the Ch'al'' and Chaa'' books, Nashdoi'' builds on the vocabulary introduced in those first two readers in the series. The reader-workbook introduces the consonant x,'' 14 new vowel environments, 6 new diphthong environments, and 102 new words of no more than three syllables. (AH)

ED 224 688 SE 039 717

Khouj, Abdullah Mohammad

A Study of the Relationship of Student Test Scores on Math and Science Subjects with Their Scores in Other Subjects in a Sub-Urban School of Jeddah, Saudi Arabia. Occasional Research Study.

Umm Al-Qura Univ., Mecca (Saudi Arabia).
Pub Date-82
Note-20p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, *Correlation, Educational Research, *Grade 10, *Scores, Secondary Education, *Secondary School Mathematics, *Secondary School Science
Identifiers-*Mathematics Education Research, Saudi Arabia

It is noted that research concerning correlates of academic achievement has mainly concentrated on such variables as education and occupation of parents, student personality variables, school-related variables, and racial background of students. However, this study focused on the relationship between student achievement in a given subject with another subject. Data for the study were gathered from the mid-year examinations of six sections of tenth-grade students from a Jeddah suburban school. Student records for 17 subjects were obtained. Several tables are presented showing the correlations of mathematics and science grades with other subjects. Correlations were obtained through use of the Pearson Product-Moment formula. Results showed a generally higher degree of correlation among mathematics and science courses than between these courses and other subjects. The findings lend support to the contention that strengthening mathematics and science programs in schools, in combination with the development of good study habits among students, can help develop those intellectual abilities which are instrumental in learning other subjects. (MP)

ED 224 727 SO 014 325

Hodges, James O.

A Bibliography of Microcomputer Software for Working Draft.

Virginia State Dept. of Education, Richmond.

Pub Date-Sep 82

Note-58p.

Available from-Social Studies Service, Virginia Department of Education, PO Box 6-Q, Richmond, VA 23216 (single copies free, while supply lasts).

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Annotated Bibliographies, *Computer Assisted Instruction, Computer Literacy, *Computer Programs, Conservation Education, Consumer Education, Ecology, Economics Education, Elementary Secondary Education, Energy Conservation, Geography Instruction, History Instruction, Map Skills, *Microcomputers, *Simulation, *Social Studies, Transportation, War

Over 160 microcomputer software programs for elementary and secondary school social studies programs are included in this annotated bibliography. Listed in alphabetical order by the name of the program, the annotation contains a description of the program, appropriate grade level, the name of the system and whether it is available on disk or cassette, the supplier of the system, and the 1982 price. Topics include, for example, alcohol, a study of a developing country, war games, clock (to help students learn to tell time), energy, how to read in content areas, map reading, psychotherapy, the revolutionary war, urban planning, survival skills, transportation, and the U.S.

Constitution. The software is designed either as simulation or as practice/drill exercises. Several programs comprise a series of units: Know Yourself, Elementary Social Studies Series, War Game Series, Sensational Simulations, and Social and Economic Situations. The author notes that a limitation to the bibliography is that annotations are derived from supplier catalogs rather than being based on user experience and analysis. (KC)

Peebles, Dorothy And Others
The Admission and Withdrawal of Elementary School Pupils to and from North York Public Schools: A Survey of Parents.
North York Board of Education, Willowdale (Ontario).
Pub Date-Feb 82
Note-73p.; Appendix B contains small print that may not reproduce clearly.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Admission (School), Elementary Education, *Elementary School Students, *Enrollment Influences, *Enrollment Trends; Foreign Countries, Interviews, *Parent Attitudes, Questionnaires, *School Choice, *Student Attrition, Surveys, Withdrawal (Education)
Identifiers-Canada

Trends in student movement initiated a study regarding student withdrawals and admissions involving North York (Ontario) elementary school pupils. Telephone interviews (n 306) were conducted with parents of children withdrawn from the public school system. Questionnaires (n 316) were mailed to parents whose children were transferred into the North York system. A total of 86 questionnaires (27 percent) were returned; with the findings based on the responses of 70 parents. Loss as a consequence of non-public education was viewed as children no longer having friends in the neighborhood, and less comparable quality and variety of non-academic activities and facilities. Local schools, better academic programs, and the availability of special programs were reasons for admission to the public school system. Higher academic standards and curriculum, better discipline, and smaller classes were the most common reasons for student transfer and the most prevalent suggestions to improve the North York school system. (Author/PN)

ED 224 318 FL 013 354

Fritz, Robert Karl

Business Spanish: A Testing/Learning Device.

Pub Date-82
Note-17p.; Paper presented at the Eastern Michigan University Conference on Spanish for Bilingual Careers in Business (Ypsilanti, MI, March 18-20, 1982).
Available from-Not available separately; see FL 013 333.
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
Document Not Available from EDRS.
Descriptors-*Business, Higher Education, *Languages for Special Purposes, *Language Tests, Reading Comprehension, Second Language Learning, *Spanish, Testing, Vocabulary, Writing (Composition)

A technique for measuring the acquisition of Spanish skills is described. The technique is designed for fourth-year advanced Spanish students enrolled in business Spanish. It not only tests the students but promotes learning by requiring the use of new vocabulary items and comprehension of printed texts. Students are given a text with 25 to 30 words highlighted to reveal their use in context. They are then required to compose a passage using the words correctly. Points are given for correct choice of items, grammar, and content. Based on the philosophy that students should have frequent opportunities to devise their own means of learning a language, the test can be retaken at intervals. With each retake, the student produces a different composition, but each composition can be graded according to standard criteria. The types of texts that can be used, ways of presenting the material, teaching methods, and grading procedures are detailed. (RW)

ED 224 339 FL 013 384

Pollock, Seymour
English Prosodics: A Contrastive Approach.
Pub Date-78
Note-9p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Contrastive Linguistics, *English (Second Language), Interference (Language), Phonemics, Phonology, *Pronunciation Instruction, Second Language Instruction, *Spanish, Spanish Speaking, *Suprasegmentals

The importance of the prosodic features of the phonological component of language in converting underlying grammatical structure into patterns of sound is discussed. Examples are given of data equating prosodic features of English pronunciation with required lexico-syntactic changes in Spanish in order to delineate possible areas of first language interference for Spanish speakers learning English as a second language. It is shown that what is stated at the levels of lexicon or syntax in Spanish can often be expressed only at the phonological level in English. Language instructors should be aware of sounds in one language which are totally lacking in the sound system of another, sounds which are phonemically distinct in one language but mere phonetic variants in another, and sounds which occur in both languages but whose pattern of occurrence is different in each language. The teaching of pronunciation must be a continuous activity in which substantial attention is paid to the prosodics of phonology. (RW)

Montague, William E.
Analysis of Cognitive Processes in the Specification of Interactive Instructional Presentations for Computer-Based Instruction.
Pub Date-21 Mar 82
Note-38p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 21, 1982).
Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cognitive Processes, *Computer Assisted Instruction, Computer Graphics, Computer Programs, Design Requirements, *Instructional Design, Microcomputers, Research Needs, *Skill Analysis, *Training Methods, Tutoring
Identifiers-Analogies, Authoring Aids, *Computer Games, Computer Simulation, Interactive Systems

In most existing computer assisted instruction (CAI), the nature of the instruction would not actually require a computer. Text is presented and read, questions are asked, and then materials are presented or reviewed depending on students' answers. There are two problems with this approach: computer capabilities for interactive task simulation are underused, and the tacit requirement to present instruction and tests in text form makes learning more difficult for many tasks. These problems may be the reason that little, if any, difference in effectiveness is found between computerized and non-computerized versions of instruction. Recent emphasis in research on mental representations in learning and on work/task simulations for instruction provides a basis for what may be a significant advance in techniques for CAI design. When these ideas are coupled with advances in computer science and technology that make it easier to develop interactive task representations, substantial gains in effectiveness are possible. This paper reviews the problems and selected research and theory, and presents several examples of recent work in CAI implementation that attempt to overcome the problems. Suggestions are derived from this work for the systematic development of design technology for interactive CAI. (Author/LMM)

ED 224 593 PS 013 263

Maxwell, Joan

The Prevention of Prematurity: A Strategy to Reduce Infant Mortality in the District of Columbia.

Greater Washington Research Center, Washington, DC.
Pub Date-Nov 82
Note-92p.; Background paper prepared for the Greater Washington Research Center's Task Force on Local Government Response to Fiscal Pressure.
Available from-Greater Washington Research Center, 1717 Massachusetts Avenue, N.W., Suite 403, Washington, DC 20036-2076 (Paper, $15.00; student price, $7.00).
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Blacks, Community Problems, Comparative Analysis, Cost Effectiveness, *High Risk Persons, Incidence, *Infant Mortality, Intervention, Medical Services, Poverty, *Premature Infants, Prenatal Influences, *Prevention, Racial Differences, Tables (Data)
Identifiers-Birth Weight, *District of Columbia, Prenatal Care

The infant mortality rate in the District of Columbia is higher than that for any other state. This high rate stems from the great number of infants born seriously underweight and reflects the area's high percentage of births to impoverished black women. Efforts to reduce the mortality rate have centered around the medical treatment approach, which attempts to improve the underweight infant's chances of survival. This approach has several disadvantages for the infant, including risk of death, the possibility of physical handicaps and learning disabilities, increased illness, and parental abuse and neglect. This method also is quite costly to the public. Alternatively, the problems of underweight infants could be alleviated by a preventive program to reduce the incidence of premature birth. Although barriers to such a program exist and identification of the specific factors which reduce low birth weight and infant mortality is difficult, the success of preventive approaches to reducing infant mortality has been documented in several studies. A low-cost preventive program targeted by geographic area and limited to low-income women at high risk is necessary and feasible, but policy and coordinated community action to prevent prematurity is also required. (Nineteen tables provided in the text and appendices present pertinent data concerning infant mortality; a selected bibliography is also given.) (RH)

ED 224 630 RC 013 684

Curtin, Leslie B.
Status of Women: A Comparative Analysis of Twenty Developing Countries. Reports on the World Fertility Survey No. 5.
Population Reference Bureau, Inc., Washington, D.C.
Spons Agency-Agency for International Development (Dept. of State), Washington, D.C. Office of Population.
Pub Date-Jun 82
Contract-AID/DSPE-C-0024
Note-65p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Access to Education, Comparative Analysis, *Cross Cultural Studies, *Developing Nations, *Educational Attainment, *Employed Women, *Employment Patterns, *Females, Geographic Location, Quality of Life, Rural Areas, Tables (Data)
Identifiers-Asia, Caribbean Islands, Latin America, Pacific Islands

The report examines women's status in 20 developing countries, based on World Fertility Survey (WFS) data. WFS data provide insight into women's educational attainment and employment participation. The countries included in this report (12 from Asia and the Pacific and 8 from Latin America and the Caribbean) are widely distributed geographically and reflect diverse social systems and structures. Results of a sample composed of ever-married (or ever-in-union) women between 15 and 49 years indicate that: educational attainment for women has improved substantially in most countries over the past 25 years; extreme differences still exist in illiteracy rates between men and women; many more men than women have attained secondary or higher levels of education; among the Asian/Pacific countries, the proportion of women who have never worked varies considerably, ranging from 85% in Bangladesh to 3% in Thailand. Despite lower levels of development (as measured by per capita gross national product and Physical Quality of Life Index), the percentage of women who are currently employed in many Asian/Pacific countries is higher than in Latin America and the Caribbean. Sixteen figures and 13 statistical tables are incorporated throughout the publication. (Author/AH)

ED 224 668 RC 013 722

Lurie, Nancy Oestreich
Wisconsin Indians.
Wisconsin State Historical Society, Madison.
Report No.-ISBN-0-87020-195-6
Pub Date-82
Note-68p.
Pub Type- Historical Materials (060)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*American Indian Reservations, American Indians, *Federal Indian Relationship, Financial Support, Natural Resources, *Policy, Treaties, *Tribal Sovereignty, Tribes, *Urban American Indians
Identifiers-American Indian History, State Tribal Relationship, *Wisconsin

Wisconsin encompasses an astonishingly representative illustration of the total historical development of federal Indian policy and Indian reactions to it. Wisconsin's Indian population (at least 25,000 people) is the third largest east of the Mississippi River and offers great diversity (3 major linguistic stocks, 6 broad tribal affiliations, and 12 separately identified Indian societies covering the whole range of experiments in Indian policy). During the 1970's the pattern in Wisconsin typified the national picture: Indian students badgered university administrations for Indian counselors and Indian programs; Indian groups protested museum displays of sacred objects and Indian skeletons; and Indians called attention to a wide range of urban problems. Perhaps the greatest achievement amidst agitation and quiet pressure by Indian people was the federal government's gradual realization it could not just forget Indians who lived in cities. Both on reservations and in cities Indians have learned to tap federal and state funding. Indians are becoming well informed about various federal title programs, cost sharing, and other aspects of grantsmanship, and are learning the responsibilities of fiscal accountability. Chapter headings are Wisconsin Indian Lands, Federal Indian Policy, Reservation Administration, The Twentieth Century, The Menominee Struggle, The Ojibwa, The Milwaukee Scene, and The Issue of Treaties. (BRR)

ED 224 748 SO 014 409

Evaluating Youth Participation: A Guide for Program Operators.
National Commission on Resources for Youth, Inc., Boston, MA.
Spons Agency-Chicago Community Trust, Ill.; Joyce Foundation, Chicago, IL.
Pub Date-Mar 82
Note-71p.
Available from-National Commission on Resources for Youth, Inc., 605 Commonwealth Ave., Boston, MA 02215 ($5.00).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adolescents, Basic Vocabulary, *Community Programs, Costs, Data Collection, Evaluation Criteria, *Evaluation Methods, Evaluators, Information Sources, Models, *Program Evaluation, Secondary Education, Young Adults, *Youth Programs

The checklists, tips, and examples will help persons involved with youth participation projects demonstrate the impact of a project. They will also help check for project strengths and weaknesses. Including the introduction, there are seven chapters. Chapter 2, How Should Your Evaluation Look?'' discusses what questions should be asked, definitions of success, who should do the evaluation, what evaluation model should be used, how to measure the unmeasurable and the unexpected, evaluation reports, and evaluation costs. Chapter 3, Finding an Evaluator,'' deals with rules to remember in selecting an evaluator and the rights of an evaluation client. The fourth chapter, How to do Your Own Evaluation,'' discusses sources of information, levels of evaluation, and sample data collection procedures. What to do with the evaluation once it is done is dealt with in chapter 5. Chapter 6 contains a basic evaluation vocabulary. The guide concludes with an annotated listing of references. The appendix lists the participants in the Chicago Idea Exchange. (RM)

ED 224 769 SP 020 538

Eiszler, Charles F.

Perceptual Preferences as an Aspect of Adolescent Learning Styles.

Pub Date-Aug 82

Note-22p.

Available from-Charles F. Eiszler, Room 219C, Dept. of Teacher Education and Professional Development, Central Michigan University, Mt. Pleasant, MI 48859 (Free).

Pub Type- Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, *Adolescents, *Cognitive Style, Grade 9, Grade Point Average, *Learning Modules, Secondary Education, *Self Concept, Self Esteem, *Sex Differences, *Student Attitudes

The Perceptual Preferences'' section of the Learning Styles Questionnaire (Dunn and Dunn, 1975) was administered to 170 ninth grade students with self-reported measures of self-esteem, general affect, and achievement (i.e., grade-point average). Data were analyzed to determine if modality preferences are a significant component of student learning styles, whether or not male and female students differ with respect to learning style preferences, and whether or not learning style preferences are related to self-concept and general affect. Ten learning style preferences identified were: (1) reading; (2) manipulative activity; (3) teacher explanation; (4) auditory stimulation; (5) visual demonstration; (6) visual stimulation (electronic); (7) visual stimulation (still pictures); (8) games; (9) social interaction; and (10) personal experience. The conclusion was reached that modality preferences in adolescent learners are complex and interwoven with other preference aspects. Males differed from females in showing a greater preference for manipulative learning activities and a lesser preference for teacher explanation and direction and for learning by reading. Correlations of learning style preferences with self-esteem and general affect were not significant for the sample as a whole. Teachers should use caution in using modality preferences of students as a basis for planning instruction or selecting curricular experiences. (Author/JD)

ED 224 807 TM 820 613

Hord, Shirley M. Hall, Gene E.

Procedures for Quantitative Analysis of Change Facilitator Interventions.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-Mar 82

Note-27p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982). Figure 3 marginally legible due to small print.

Available from-Research and Development Center for Teacher Education, University of Texas at Austin, Ed. Annex 3.203, Austin, TX 78712 ($2.00).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Adults, *Change Agents, *Classification, *Curriculum Development, *Educational Change, Educational Innovation, Educational Planning, Elementary Secondary Education, *Intervention, *Principals, Research Methodology

Identifiers-Intervention Codes, *Quantitative Analysis, *Research on the Improvement Process Program, Taxonomy of Interventions

The procedures and coding schema that have been developed by the Research on the Improvement Process (RIP) Program for analyzing the frequency of interventions and for examining their internal characteristics are described. In two in-depth ethnographic studies of implementation efforts, interventions were the focus of data collection and analysis. This research resulted in the development of a multi-level intervention classification system. This Taxonomy of Interventions (TI) includes formal definitions and conceptual frameworks which can be used (1) to classify the interventions that are made by the various actors within a change effort and (2) to relate them one to the other along several dimensions. A second framework, the Intervention Coding Framework (ICF), emerged to code each identified intervention in terms of a defined set of sub-dimensions. The resultant TI and ICF provide both the conceptual and analytic tools to describe and compare the actions taken by the various individuals within or across change efforts. Illustrations of the developed analysis option concepts include a definition of the intervention; and the frameworks used for collecting, describing, and analyzing principals' behaviors as they intervened in the change process in their schools. (Author/PN)

ED 224 357 HE 015 615

Ayres, Q. Whitfield Bennett, Ronald W.
University Characteristics and Student Achievement.
South Carolina Univ., Columbia.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date- 81
Grant-NIE-G-81-0060
Note-36p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, College Curriculum, College Libraries, Educational Background, Education Majors, Expectation, Higher Education, *Institutional Characteristics, Reputation, School Funds, Standardized Tests, Student Characteristics, Teacher Characteristics, *Teacher Education, *Undergraduate Students
Identifiers-Licensing Examinations, North Carolina

Characteristics of colleges that are related to the achievement of undergraduates in teacher education were studied, based on study of 15 North Carolina institutions, 10 predominantly white and 5 predominantly black public universities. Student performance on the National Teacher Examinations and Scholastic Aptitude Test (SAT) scores were used as indications of achievement, which was correlated with the following college characteristics: library facilities, the age and size of the institution, curriculum, student body attributes, financial resources, and faculty characteristics. In addition, interviews were conducted in 1981 on four campuses with the chief academic officer, teacher education faculty, and students with high grade point averages. Aggregate data from the schools and interview findings indicate that faculty characteristics were the most important influence on student achievement, followed by student body attributes, appropriations directed toward faculty improvement, and curriculum design. Degrees obtained by an institution's liberal arts faculty were the most strongly related to differing achievement rates. Faculty expectations of students were related to the reputations of institutions from which faculty members earned their degrees. Prior educational background of all students on a campus appeared to be the most important student body attribute for influencing college achievement rates of students with comparable precollege learning. In addition, the average SAT score of the entire student body and the proportion of a campus's student body drawn from the top 40 percent of a high school class were highly correlated with differences in achievement. (SW)

ED 224 373 HE 015 636

Allen, Walter R.

Summary Findings from a Preliminary Study of Black Student Adjustment, Achievement and Aspirations at the University of Michigan (Ann Arbor), Winter, 1980. Pretest of a National Study.

Pub Date-Sep 81
Note-18p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Academic Aspiration, Academic Persistence, *Black Students, *College Desegregation, Educational Background, Family Characteristics, Higher Education, Institutional Research, *Student Adjustment, Student Attitudes, Student College Relationship, Student Experience, Student Problems, Student Teacher Relationship, *Undergraduate Students
Identifiers-University of Michigan Ann Arbor

Adjustments, achievements, and aspirations of black undergraduates attending the University of Michigan were studied with a focus on characteristics correlating highly with black student continuance and successful matriculation. Questionnaire responses from 229 black undergraduates at the Ann Arbor campus provided information on: family background; high school background; student experiences at the university; student interactions with peers, faculty, and staff; student use of university supportive services; student attitudes and opinions; and problematic black student experiences. Findings include the following: 67 percent of the respondents were strongly satisfied with their decision to attend the university; fewer than 10 percent reported grade point averages of less than C; 42 percent aspired to attain a master's degree; nearly three-quarters of the respondents grew up in two-parent households and 60 percent were from families with incomes exceeding $21,000 per year; the students came from families with traditions of high educational attainment; they were high academic achievers in high school; over half initially applied to the university because of its academic reputation; after enrollment, about 30 percent of these student have seriously considered dropping out of school; respondents identified social adjustment and feelings of isolation as possible reasons for black attrition; 85 percent reported having encountered racial discrimination in some form while at the university, but 22 percent judged such acts to occur seldom; over 90 percent expressed the need for more black students; over 60 percent reported having had little or no contact with black faculty and staff. (SW)

ED 224 439 HE 015 772

Nelson, Susan C.

The Equity of Public Subsidies for Higher Education: Some Thoughts on the Literature. Working Papers in Education Finance, No. 5.

Education Commission of the States, Denver, Colo. Education Finance Center.

Pub Date-Feb 78

Note-54p.; Paper presented at the Postsecondary Education Finance Conference (Denver, CO, November 16-18, 1977).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Costs, *Educational Equity (Finance), Educational Finance, Educational Opportunities, *Equal Education, Evaluation Methods, *Federal Aid, Financial Policy, *Financial Support, Government School Relationship, *Higher Education, Income, Measurement Techniques, Resource Allocation, *State Aid, Tax Allocation

The role of equity in determining how higher education should be supported is considered, along with several approaches for measuring benefits and costs of public subsidies, and conclusions from the literature. Attention is directed to equity in financing higher education because higher education is often advocated as a mechanism for providing equality of opportunity. Subsidies might be considered equitable if they lead to a more equal distribution of lifetime income or enhance social mobility over time. Several studies are examined, including those of W. Lee Hansen and Burton Weisbrod (1969) and of John Conlisk (1977). The private benefits of subsidies and costs and the net result of combining costs and benefits are examined. It is suggested that the ideal measure of equity, the effect of the subsidies on lifetime incomes, cannot be approximated with existing data. An alternative method used in most of the literature the net benefit approach has generally produced the finding that subsidies do redistribute current income from rich toward poor, but conceptual and technical problems make the conclusions and usefulness of this method unreliable as a measure of equity. Another approach, to examine the equity of the benefits and costs separately, suggests that current tuition subsidies are not equitably financed and have not succeeded. The policy question of whether a strategy such as tuition, that rises with income, would be equitable has not yet been answered. (SW)

Thornberry, Patricia Lee Michael, James D.
Micrographics: A Bibliography of Sources.
Pub Date-May 82
Note-51p.; Prepared for a Seminar on Microforms Management at the Florida Library Association Annual Conference (May 5 and 8, 1982).
Pub Type- Reference Materials - Bibliographies (131) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Cataloging, *Computer Output Microfilm, Evaluation Criteria, *Information Retrieval, *Information Storage, Library Collections, Library Standards, Media Selection, Microform Readers, *Microforms, Preservation, Reprography, Trend Analysis, *Use Studies

This extensive micrographics bibliography, which includes citations drawn from a literature search and prepared bibliographies, covers microforms, microfiche, and microfilm. Sections include 3 pages of book citations, 6 pages citing ERIC documents, and 33 pages of journal citations. Topics covered include microform library usage and usage in other fields including law and medicine; librarianship; and library concerns such as indexing, cataloging, costs, advantages and disadvantages, management, information storage and retrieval, standards, preservation, selection, and equipment selection. Data processing, reprography, microreproduction equipment, readers, and reader printers are included, as are references covering planning, new developments, environments, user attitudes, trends, and future impact. Citations are not annotated. Though the author states that an attempt was made to examine all materials, citations may be given as they appeared in sources and may include variations in name forms or other details. (LMM)

ED 224 497 IR 050 038

Cooperative Library Resource Sharing among Universities Supporting Graduate Study in Alabama.
Alabama State Commission on Higher Education, Montgomery.
Pub Date- 82
Note-196p.
Pub Type- Information Analyses (070) - Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Academic Libraries, *Comparative Analysis, Computers, Financial Support, Higher Education, Interlibrary Loans, Library Acquisition, Library Automation, *Library Cooperation, Library Facilities, Library Materials, *Library Networks, Library Personnel, Library Services, Online Systems, Shared Services, Technological Advancement
Identifiers-*Alabama, Library Funding

Intended as a basis for continuing and expanding cooperative network activities, this publication presents five comprehensive reports developed in 1981/82 which assess the academic libraries of the 16 public and private postsecondary educational institutions in Alabama. The five reports cover collection development, staff adequacy, space requirements, statewide bibliographic and physical accessibility to academic library services, and computerization and library networking. Comparisons are made to commonly accepted standards and criteria, and comparative analyses are provided of Alabama's academic libraries against regional and national measures of excellence, and the national state-of-the-art in computers and automation. Each report presents conclusions and recommendations which are cumulated in the front of the publication. Also noted are the functions and activities of academic libraries, the need for a comprehensive plan for cooperative resource sharing among Alabama's academic libraries, and limitations on the scope and focus of study. A membership list of the Alabama Commission on Higher Education (ACHE) Council of Librarians, 8 tables, 21 appendices, and a 16-item bibliography are included. (Author/ESR)

ED 224 612 PS 013 295

Travers, Jeffrey And Others

The Culture of a Social Program: An Ethnographic Study of the Child and Family Resource Program. Summary Volume, Fall 1981.

Abt Associates, Inc., Cambridge, Mass.
Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Report No.-AAI-81-89
Pub Date-15 Dec 81
Contract-HEW-105-79-1301
Note-37p.; For related documents, see PS 013 238 and PS 013 294-303.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Case Studies, *Child Development, Early Childhood Education, Employed Women, Ethnography, *Family Programs, Home Visits, Observation, *Program Effectiveness, Program Evaluation, Recruitment, *Staff Role, Training
Identifiers-*Child and Family Resource Program, *Developmental Continuity, Project Head Start

This report summarizes findings from an ethnographic study of the Child and Family Resource Program (CFRP), a Head Start demonstration program providing child development and family support services to low-income families with young children. Designed to describe program operations from the perspective of staff and client families, the study was mounted at one site in each of five states. Families with single nonworking parents, families with single working parents, two-parent families, and families with teenage mothers participated. Methods employed by the ethnographers included a review of CFRP records, interviews, home visits, and observation. Each researcher worked half-time for 6 months gathering data on the CFRP experiences of from seven to nine families. The investigators' work was guided by a set of research questions that were to be addressed to each family. Chapter 1 of this summary volume provides an overview of the CFRP demonstration and the various components of the CFRP evaluation. Chapter 2 summarizes the findings of the ethnographic component, highlighting common features of program operations and major differences among programs. Chapter 3 lists the five major study conclusions. Attention is directed to the fact that the discussion of implications for Head Start policy and program management offered in this summary, and in the full program report as well, is to be considered preliminary and limited in scope. (RH)

ED 224 650 RC 013 704

Baba, Marietta Lynn Abonyi, Malvina Hauk
Mexicans of Detroit. Peopling of Michigan Series.
Wayne State Univ., Detroit, Mich. Center for Urban Studies.
Spons Agency-Office of Education (DHEW), Washington, D.C. Ethnic Heritage Studies Branch.
Pub Date-79
Grant-G007802437
Note-97p.
Available from-Ethnic Studies Division, Center for Urban Studies, 5229 Cass Ave., Detroit, MI 48202 ($5.00 each).
Pub Type- Information Analyses (070) - Historical Materials (060)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-American Indians, Community Characteristics, Community Development, Cultural Interrelationships, *Land Settlement, Local History, Mexican American History, *Mexican Americans, Population Growth, Population Trends, Religious Organizations, Social Bias, *Social History, *Sociocultural Patterns, *Socioeconomic Background
Identifiers-*Michigan (Detroit)

Tracing the background and history of Mexican Americans in Detroit, Michigan, the booklet briefly reviews the early stages of Meso-American history, the Spaniards' arrival in Mexico, colonial Mexico, Mexico's revolt for independence, and the internal turmoil in Mexico which continued until early in 1861. The accomplishments of such Mexicans as Father Miguel Hidalgo, Jose Morelos, Augustin de Iturbide, and Benito Juarez are discussed. Next, the booklet summarizes the trends of the foreign-born Mexican population of the United States between 1850 and 1977 and the correlation between deportations of Mexicans and economic trends in the United States. Three major factors which played important roles in the decisions of Mexican immigrants and migrants to come to Michigan are discussed: transfers by railroads which had employed Mexican track hands in other states; the announcement of the $5.00 work day by the Ford Motor Company and work in the automobile and related industries; and the sugar beet industry. The final section discusses the growth of Detroit's Mexican settlement; the role of fraternal, religious, cultural, and patriotic groups in the settlement; discrimination experienced by Mexicans in Detroit; and the educational and socioeconomic background of foreign-born and second-generation Mexicans in Detroit. (NQA)

ED 224 709 SE 039 829

O'Conner, Maura McGlauflin, Kathy

Living Lightly in the City. An Environmental Education Curriculum for Grades 4, 5, and 6.

Schlitz Audubon Center, Milwaukee, WI.
Pub Date-82
Note-179p.; Project financed by the Edward A. Uhrig Foundation, Rexnord Foundation, Inc., Milwaukee Foundation, Friends of the Schlitz Audubon Center, and Mr. and Mrs. Webster Woodmansee.
Available from-Schlitz Audubon Center, 1111 E. Brown Deer Road, Milwaukee, WI 53217 ($10.00 plus $2.50 tax, postage, and handling).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Ecology, Energy, *Environmental Education, Environmental Influences, Grade 4, Grade 5, Grade 6, *Interdisciplinary Approach, Intermediate Grades, Land Use, *Learning Activities, *Natural Resources, Recycling, Transportation, *Urban Environment, *Water, Water Quality

This curriculum provides grade 4-6 urban children with hands-on activities that will build their understanding of and concern for their environment. The urban environment is viewed, not as a negative, non-wilderness place; but as a place where people can learn to have an influence on their surroundings. The curriculum consists of 11 units written around such broad concepts as transportation, urban sprawl, water and water consumption, ecology, recycling, water quality, natural resources, economics, and others. Within each unit are activities designed to be infused into the standard subject areas. This interdisciplinary approach provides activities which environmentalize'' concepts already taught in the upper elementary curriculum. Activities are designed to be used in the classroom, on school grounds, and in the immediate urban environment. The approach is hands-on and the focus is on the student's relationship to the earth. Each unit consists of an introductory sheet highlighting unit topics/activities, list of concepts fostered, ways to introduce the unit, student activities, and student activity sheets. Objectives, materials needed, time required, and instructional strategies are provided for each activity. (Author/JN)

ED 224 789 SP 021 540

DeLong, Barbara J.

A Conceptual Approach to Sex-Fair Performance Evaluation.

Spons Agency-Illinois State Board of Education, Springfield.
Pub Date-Aug 81
Note-20p.; Paper presented at the Physical Education Ability Grouping and Performance Evaluation Symposium (Ottawa, IL, August 13-14, 1981). For related document, see ED 222 490.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Information Analyses (070)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Achievement Rating, Criterion Referenced Tests, Individual Instruction, *Performance Contracts, Performance Tests, *Physical Education, Psychomotor Objectives, Psychomotor Skills, Secondary Education, Sex Differences, *Sex Fairness, *Student Evaluation

Preplanning to insure sex-fair evaluation of student performance in physical education should include: (1) establishment of instructional and performance objectives for each activity; (2) development of performance standards which take into account ability levels and documented biological differences between the sexes; and (3) a well-defined formative and summative evaluation system, which is criterion-referenced. These preplanning measures, drawn from a review of literature about sex-fairness in physical education, reflect conclusions that: (1) Studies fail to provide substantial evidence as to whether sex differences are real or perceived; (2) Gender differences exist in normative data for physical fitness and sport skill tests; and (3) Criterion-referenced performance tests provide the most unbiased approach. To achieve sex-fair evaluation, program objectives should be related to physical fitness, skill movements, and integration of skills. Students should be given sufficient time to develop a minimal degree of competency on an individual basis. Daily or weekly task cards, which state criteria of acceptable performance so that the student has immediate and meaningful feedback, may be useful. Use of a contract would expedite recording skills completed and would let students assume some responsibility for determining feasible goals. Letter grades could be determined from the percentage of tasks completed which meet the criteria. The use of task cards relates to formative evaluation, while the contract serves as the summative evaluation. (Author/JD)

ED 224 340 FL 013 386

Caro, Doris

A Family Communication Model for Teaching English as a Second Language.

Pub Date-82

Note-14p.; Paper presented at the Summer Meeting of the Teachers of English to Speakers of Other Languages (Evanston, IL, July 16-17, 1982).

Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Cultural Differences, *English (Second Language), *Family Influence, *Family Structure, Language Acquisition, Parent Child Relationship, *Second Language Instruction, Second Language Learning

The implications of family communication styles for teaching English as a second language (ESL) are explored. Family interaction types differ according to culture and social class. Factors in family interaction influence the way a second language is learned and the way it can best be taught. Two basic family types are distinguished: the personal type in which open expressive verbalization is encouraged, and the positional type in which verbal behavior is regulated according to status and hierarchy. ESL students from cultures characterized by positional families may respond best to direct questions in the classroom, while students from personal family types may respond best to voluntary participation. Role differentiation between the teacher and students would be more readily accepted by students from positional family types. Family type differences can also be used in formulating approaches for teaching ESL in foreign family settings. An example is given of the influence of hierarchical concepts on language instruction in a Korean family. (RW)

ED 224 389 HE 015 652

Brown, Charles I., Ed.

The White Student on the Black Campus: An Anthology of Essays and Studies. Institute of Desegregation Monograph No. 80-1.

North Carolina Central Univ., Durham. Inst. on Desegration.

Pub Date-80

Note-116p.; This anthology was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University.

Pub Type- Collected Works - General (020) - Opinion Papers (120) - Reports - Research (143)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*Black Colleges, Childhood Attitudes, *College Desegregation, College Faculty, College Housing, Enrollment Trends, Extracurricular Activities, Federal Regulation, Government School Relationship, Higher Education, *Racial Relations, State Colleges, Student Attitudes, *Student Recruitment, *Teacher Characteristics, *Whites

Identifiers-Alabama, *United States (South)

Issues pertinent to white presence at black colleges are addressed in 11 papers. The following topics are addressed: administrative and geographic factors involved in the recruitment of white students; attitudes and perceptions of black and white students relative to the incursion of minority students on campus; a study of the characteristics of the white teacher on the black campus; and a study of adaptive behavior made by young white children in minority situations. Authors and titles include: The White Student in Five Predominantly Black Universities'' (Charles I. Brown, Phyllis R. Stein); Two Sides of the Coin: White Students in Black Institutions'' (Ada M. Elam); Beliefs of White Students Concerning Housing and Student Activities in Selected Black Institutions of Higher Education'' (Ida Stevens); Recruiting the Minority Student for Black Campuses'' (William H. Parker); More White Students Are Enrolling in the South's Public Black Institutions'' (Regional Action'' editorial); Integration at Alcorn State University: A Problem of Locational Liability'' (Vinton M. Prince, Jr.);

Probable Effects of HEW's Proportional Enrollment Directive'' (Charles I. Brown, Moses S. Walker); The College Environment as Perceived by Black and White Students at Selected Institutions of Higher Education in the State of Alabama'' (John Baker, Jr.); A Study of White Teachers in Selected Negro Colleges'' (Paul M. Decker); and When the Group Takes Over: Patterns of Adaptation by White Children to Minority Social and Academic Status'' (Barbara Libarkin). (SW)

ED 224 422 HE 015 748

Eddins, Diane Dixon

A Causal Model of the Attrition of Specially Admitted Black Students in Higher Education.

Pub Date-Mar 82
Note-55p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Ability, Academic Achievement, Aptitude Tests, *Black Students, *College Freshmen, Educational Background, Family Characteristics, Followup Studies, Higher Education, *High Risk Students, *Models, *Predictive Measurement, Predictor Variables, Selective Admission, *Student Attrition, Student Behavior, Student Motivation
Identifiers-*University of Pittsburgh PA

A model of attrition for specially admitted black students (low high school achievement and low assessed college aptitude) at the University of Pittsburgh was tested. The majority fell into the lower end of a socioeconomic range and often had inadequate precollege preparation. The attrition model was examined using a linear structural equation technique called LISREL (Joreskog, 1979), which estimates unknown coefficients in a set of equations and specifies hypotheses in terms of cause and effect variables and their indicators. The following variables were assessed: family background, type of high school attended, entry ability, on-campus academic behavior, and attrition. For the 80 black students entering the university in 1976-1977 and 1977-1978 through the special admission program, significant relationships were found among the following variables: entry ability, high school attended, on-campus academic behavior, and attrition. The construct most highly related to attrition was on-campus academic behavior. The important indicators of on-campus academic behavior were the adequate and timely completion of homework, regular class attendance, asking questions in class, careful and complete studying for tests, and putting forth maximum effort for class success. Entry ability was found to be significantly related to the type of high school attended and attrition. Scholastic Aptitude Test (SAT) scores for verbal and math abilities were found to be effective measures of entry ability. Information is provided on: the range of SAT scores of the sample, range of high school ranks, degree expected, family income, parent educational background, and type of high school attended by the study group. Schemata of the model are included. (SW)

Niemela, Pirkko

The Housewife's Process of Identity Change in Cognition, Emotion and Action.

Pub Date-Aug 81

Note-9p.; Paper presented at the Annual Convention of the International Council of Psychologists (Los Angeles, CA, August 27-29, 1981).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Behavior Change, Children, Cognitive Development, Emotional Development, *Employed Women, Fathers, Foreign Countries, *Homemakers, Interviews, *Mothers, *Parent Role, *Personality Change, *Self Concept

Identifiers-Finland, Self Awareness

To estimate variables describing identity change, Finnish housewives with work skills were interviewed after their children entered school. Thirty mothers who had remained at home with their preschool-age children were interviewed twice: once when their youngest child was 8 years of age and again when the child was 11. Of these mothers 15 were working fulltime, 4 halftime, and 11 were at home. Participants were selected on the basis of the following criteria: they were between 30 and 40 years of age, had some vocational training but not an academic education, and were married to men with middle-class incomes. During both interview sessions, each woman was questioned individually about how she experienced different aspects of her life. During the second session, the husbands and the youngest children were also interviewed. Subsequently, the women were classified into three groups according to how far they had proceeded in the process of redefining their identities as workers and mothers. The first group had not yet begun the process of redefinition, the second had started but not completed, and the third had completed the process. This identity change was estimated with respect to three levels: cognitive, emotional, and action. Ratings on these levels were taken separately for mother identity and for work identity. Contrary to expectations, subjects exhibited change first on the action level, second on the cognitive level, and third on the emotional level. Additional results are discussed. (RH)

ED 224 574 PS 013 242

Abramson, Shareen Lindberg, Gordon

Report on the Educational Progress of Hmong Students in Fresno Unified School District Elementary Schools.

Pub Date-Nov 82

Note-20p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Achievement, *Asian Americans, Early Childhood Education, Elementary Education, *Elementary School Students, *Immigrants, *Indochinese, *Preschool Children, Rating Scales, Student Evaluation

Identifiers-California (Fresno County), *Hmong People

Over 150,000 Indochinese immigrants live in California, many of whom choose to reside in the Central Valley. While this population includes individuals of Vietnamese, Chinese-Vietnamese, Laotian, Cambodian, and Thai extraction, by far the largest group living in the Fresno area are the Hmong, currently estimated at over 6,000 persons. In order to assess the educational progress of Hmong students attending preschool through sixth-grade classes, a survey was administered in cooperation with the Fresno Unified School District. Since a standardized instrument was not available, a teacher rating scale was developed. The Hmong Student Impact Survey'' was designed to gather information concerning the performance of Hmong students in the following areas: (1) social-emotional development; (2) language arts; (3) mathematics; (4) art, music, and physical education; and (5) parent involvement. Other relevant data were collected regarding school placement, grade assignment, teachers' experience, classroom ethnicity, English-language proficiency, participation in educational intervention programs, and previous schooling. Up to 5 students in 16 schools were rated by teachers. Results of the surveys, completed in April of the 1981-1982 school year, are discussed. (RH)

ED 224 689 SE 039 718

Ross, Steven M.

Introductory Statistics. A Conceptual Approach. Modified Preliminary Edition.

Report No.-ISBN-0-8134-2248-5
Pub Date-82
Note-403p.
Available from-Interstate Printers and Publishers, Inc., 19-27 North Jackson Street, Danville, IL 61832 ($14.50, less educational discounts).
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*College Mathematics, Higher Education, *Individualized Instruction, Instructional Materials, Mathematical Applications, *Mathematical Concepts, Mathematics Instruction, *Statistics, Supplementary Reading Materials, Textbooks

This document deals with basic statistical concepts and operations used in the social sciences. The book was written under the philosophy that students enter statistics courses with a variety of aptitudes and experiences, and that traditional teaching approaches can do little to accommodate individual needs. It sets up an individualized course, and is designed to support teaching strategies where pupils do much of the learning on their own. The material is divided into 11 units, and the first part of each unit informs pupils of the general content area and how it relates to other topics. Each unit lists specific learning objectives, and provides instruction which includes a practice test for each stated objective. A major characteristic of the text is its emphasis on concepts rather than computations, with greater stress given on the why of procedures than is thought to be usual in most books. The presentation also attempts to reduce pupil anxiety often associated with statistics. This is done through an informal writing style that intersperses anecdotes, conversational'' prose, and humor. Students seem to like this approach, and have indicated that it seems to make reading easier and helps concepts stand out in memory. (MP)

ED 224 728 SO 014 335

Merriman, W. Richard

Citizen Attitudes toward Government, Race, Policy: The Liberal Tradition and Racial Inequality.

Pub Date-Sep 82
Note-32p.; Support for this project provided by Indiana Univ. Graduate School. Paper presented at the Annual Meeting of the American Political Science Association (Denver, CO, September 2-5, 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Blacks, Capitalism, *Competition, Government Role, Majority Attitudes, *Policy Formation, *Public Support, *Racial Discrimination
Identifiers-Free Enterprise System, *Liberalism

Classical liberalism shapes white Americans' attitudes toward government policies concerning blacks. Classical liberalism views society as competitive; government serves as a guarantor of fair competition. The rules of fairness in a competitive marketplace require no arbitrary exclusion from competition and no arbitrary denial of the fruits of success. Thus, an individual's identity is determined by his demonstration of discipline and responsibility in order to succeed. Public policies which threaten this identity through ``market alternatives,'' such as affirmative action, busing, and programs aiding blacks, are rejected by market liberals. Data from 1972 and 1976 national election studies suggest that white Americans justify their rejection of market-threatening policies by downplaying the market disabilities inflicted on victims of past discrimination, defending the basic fairness of contemporary competition, and asserting the potency of the skilled, marketable competitor. While classical liberals perceive the exclusion of blacks from the marketplace as indefensible and support government activity to ensure fairness of competition, they reject policy directly influencing the outcomes of competition. The basis of policy evaluation, then, should be the intent of the policy concerning rules of competition rather than the beneficiaries (blacks) or the vehicle (government). (Author/KC)

ED 224 828 TM 830 021

Shapiro, Joan P. Reed, Beth

Illuminative Evaluation: Meeting the Special Needs of Feminist Projects.

Spons Agency-Lilly Endowment, Inc., Indianapolis, Ind.
Pub Date-Mar 82
Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adults, Documentation, *Evaluation Methods, *Feminism, *Models, *Needs Assessment, Observation, Program Design, Program Evaluation, Questionnaires, Staff Meetings, *Womens Studies
Identifiers-*Illuminative Evaluation

Illuminative evaluation,'' as defined by Parlett and Hamilton, is not a standard methodological package but a general strategy. It aims to be both adaptable and eclectic. The choice of research tactics follows not from research doctrine, but from decisions in each case as to the best available techniques; the problem defines the methods, not vice-versa.'' An illuminative evaluation technique was used to assess the strengths and weaknesses, and to assist the planners in their understanding of the dynamics and the shape of the First National Summer Institute in Women's Studies. Quantifiable information was obtained through a needs' assessment form, administered to participants (n 48) and staff (n 13), through observations of the formal and informal sessions and staff meetings, and through open-ended questions on an evaluation form. The findings indicate that illuminative evaluation showed promise as one evaluative methodology compatible with feminist activity and theoretical concerns. This model enabled a report to be developed which would serve to offer both qualitative and quantitative data useful to the designing of the Institute, provide information for continued funding of the project, and include documentation of the first year of the Institute. (Author/PN)

ED 224 319 FL 013 355

Misiego, Micaela

Spanish Commerce in the Liberal Arts Curriculum: The Option of the Certificate and Diploma from Madrid.

Pub Date-82

Note-16p.; Paper presented at the Eastern Michigan University Conference on Spanish for Bilingual Careers in Business (Ypsilanti, MI, March 18-20, 1982).

Available from-Not available separately; see FL 013 333.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Business, Business Education, College Second Language Programs, *Course Content, Higher Education, International Education, *Languages for Special Purposes, Liberal Arts, *Spanish, Spanish Culture, Test Format, Testing

Identifiers-Rutgers The State University Douglass College NJ, *Spain

The Spanish commerce course at Douglass College and the development of the Certificate and Diploma from Madrid option are described. Spanish commerce is offered to students who have a good knowledge of written and spoken Spanish. Students select a business around which their course assignments will revolve. The course covers business practices in the Spanish speaking world, commercial letters, the postal service, chambers of commerce, personnel, commercial and industrial enterprises, marketing operations and associated documents, advertising, economics, debt and payment, banking, and the stock exchange. The foreign certificate option was developed through cooperation between the college and the Madrid Chamber of Commerce as a means of expanding the students' qualifications and credentials. A two level oral and written examination was designed in Madrid for all non-Spanish nationalities. The exams for the Certificate level require knowledge of basic commercial concepts and terminology. The Diploma level exams involve dictation of a commercial text, composition of a business letter, questions about commerce in Spain, discussion of a contemporary issue, and summary of a commercial text. Modifications have been made to the exam for administration to Douglass College students because the Madrid version was not sufficiently complex. (RW)

ED 224 406 HE 015 716

Liberal Education and the New Scholarship on Women: Issues and Constraints in Institutional Change. A Report of the Wingspread Conference (Racine, Wisconsin, October 22-24, 1981).

American Association of Community and Junior Colleges, Washington, D.C.; American Council on Education, Washington, D.C.; Association of American Colleges, Washington, D.C.; Association of American Universities, Washington, D.C.; Association of Jesuit Colleges and Universities.; Council of Independent Colleges, Washington, D.C.
Spons Agency-Ford Foundation, New York, N.Y.; Johnson Foundation, Inc., Racine, Wis.; Lilly Endowment, Inc., Indianapolis, Ind.
Report No.-ISBN-0-911696-12-1
Pub Date-Feb 82
Note-64p.
Available from-Association of American Colleges, 1818 R Street, NW, Washington, DC 20009
Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Cultural Context, *Curriculum Development, *Educational Change, Females, *Feminism, General Education, Higher Education, *Liberal Arts, Males, *Scholarship, Social Change, Sociocultural Patterns, *Womens Studies

A 1981 Wingspread conference on the implications of the new scholarship on women for the traditional goals and assumptions of liberal education also addresses possibilities and imperatives for curricular and institutional change. After an introduction by Anne Fuller, papers by three women's studies scholars are presented. Feminist Scholarship The Extent of the Revolution'' (Florence Howe) suggests that the study of women is not only an academic question but a question of allowing women images of achievement and aspiration comparable to those the curriculum has generally afforded at least to white middle-class males. A Feminist Critique of the Liberal Arts'' (Elizabeth Kamarck Minnich) proposes that schools are still educating people in a system that grew out of a hierarchical and partial vision of what humanity is. The Challenges of Women's History'' (Gerda Lerner) suggests that women's history challenges the traditional periodization of history and indicates a need for a redefinition of categories and values. Lastly, conference recommendations for institutions, administrators, education associations, and disciplinary groups are also presented. Among the conclusions are: (1) liberal education is illiberal'' if it does not take adequate account of the values, accomplishments, lives, and perspectives of half the human race; (2) research on women integrates new information into the curriculum to provide a more complete understanding of human experience; and (3) a new feminist scholarship, which examines a topic or discipline from the points of view of both men and women, can change assumptions, values, and methodologies of many areas of study. A list of participants and planning committee members is appended. (SW)

ED 224 457 IR 010 438

Wholeben, Brent Edward

MICROPIK: A Multiple-Alternatives, Criterion-Referenced Decisioning Model for Evaluating CAI Software and Microcomputer Hardware Against Selected Curriculum Instructional Objectives. Paper and Report Series No. 73.

Northwest Regional Educational Lab., Portland, Oreg.; Washington Univ., Seattle.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-May 82

Contract-400-80-0105

Note-129p.

Pub Type- Guides - Non-Classroom (055) - Reports - Research (143)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Computer Assisted Instruction, Computer Managed Instruction, *Computer Programs, Criteria, Decision Making, Educational Objectives, *Evaluation Methods, Instructional Materials, *Media Selection, *Microcomputers, *Models, Operations Research

Identifiers-Multiple Alternatives Program

This report describing the use of operations research techniques to determine which courseware packages or what microcomputer systems best address varied instructional objectives focuses on the MICROPIK model, a highly structured evaluation technique for making such complex instructional decisions. MICROPIK is a multiple alternatives model (MAA) whose overall goal is to formulate an evaluation and decision-making procedure and to model or simulate this evaluation framework as closely as possible, involving the school environment's established needs. An overview of the technical workings of the modeling framework and its performance of the evaluative comparison and final selection of alternative functions is followed by an explanation of the primary and secondary goals of the model. Alternatives evaluated by the modeling framework are discussed, as well as the criteria necessary to evaluate and compare these alternatives. Additional topics covered include constraints, the execution, results, and the general utility of such a model together with common advantages and potential pitfalls. (LMM)

ED 224 516 JC 820 564

Carling, Philip C., Ed. Ryan, G. Jeremiah, Ed.

Report of the 1982 Marketing Committee.

Brookdale Community Coll., Lincroft, N.J.

Pub Date-14 Oct 82

Note-59p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Administrative Policy, *College Planning, Community Colleges, Long Range Planning, *Organizational Objectives, *Program Development, School Community Relationship, *Student Recruitment, Two Year Colleges

Identifiers-*Educational Marketing

Recommendations for marketing policies, goals, objectives, and activities are presented in this report as proposed by Brookdale Community College's (BCC's) marketing committee. First, introductory material clarifies the marketing orientation and philosophical platform of the college. Next, the recommendations are presented in four categories: (1) policies to establish BCC's long-range marketing stance and degree of commitment, including adopting the marketing concept, striving to become a responsive organization, making a commitment to integrated marketing, and adopting a balanced marketing position; (2) goals to provide a 3- to 5-year focus for marketing planning, which include increasing public involvement, associating BCC with excellence, becoming a positive economic force, and strengthening involvement with business and industry; (3) objectives to set priorities for the next 2 years, including revitalizing communications, supporting enrollments in credit courses and programs, and increasing participation in community services and cultural programs; and (4) specific activities to be undertaken within 1 year in support of the objectives, including the creation of a marketing control board. The bulk of the report consists of appendices providing a background to marketing at BCC; an outline of the systematic marketing audit; an overview of BCC's publics and markets; a list of its programs and services; a situation analysis; and a list of past, current, and future marketing activities. (HB)

ED 224 535 JC 830 013

Bresler, Marilyn

Changes in FTSE and Headcount by Student Sex and Age: Fall 1972 and Fall 1982. Report No. 82-17.

Maricopa County Community Coll. District, Phoenix, Ariz. Office of Educational Development.

Pub Date-Dec 82

Note-39p.

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Age, Community Colleges, *Enrollment Trends, *Females, *Full Time Equivalency, *Males, Multicampus Districts, Two Year Colleges, *Two Year College Students

Data are provided in this report on the changes that occurred in full-time student equivalent (FTSE) and headcount enrollments in the Maricopa County Community College District (MCCCD) by student age and sex between fall 1972 and fall 1982. First, figures illustrate FTSE and overall headcount by sex and age for MCCCD as a whole. Next, tables provide systemwide FTSE and headcount data by sex within eight age categories: 14-19, 20-24, 25-29, 30-34, 35-39, 40-49, over 50, and age not known. Next, FTSE and headcount figures are presented within the eight age categories for each of the seven colleges in the district. Highlighted changes occurring between 1972 and 1982 include the following: (1) females accounted for 50% of the total FTSE in 1982 compared to 38% in 1972; (2) students over 25 years of age accounted for 40% of total FTSE in 1982 compared to 31% in 1972; (3) between 1972 and 1982, the percentage of FTSE accounted for by older, female students showed the greatest increase, while that accounted for by younger, male students showed the greatest decrease; and (4) changes in headcount enrollments showed similar patterns. (HB)

ED 224 631 RC 013 685

Shepard, Gary Costello, Bill

STARS (Secondary Training for Alaskan Rural Students): Science. Draft Copy.

Kodiak Island Borough School District, Alaska.
Spons Agency-Alaska State Dept. of Education, Juneau.
Pub Date-Aug 77
Note-245p.; For related documents, see ED 180 679, and RC 013 686-687. Parts may be marginally legible.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Alaska Natives, Answer Keys, *Biology, First Aid, Grade 9, Grade 10, High Schools, Human Body, *Instructional Materials, Mechanics (Process), *Rural Education, *Sciences, Teacher Developed Materials, Vocabulary Development, Weather, Workbooks
Identifiers-*Alaska (Kodiak Island), *Secondary Training for Alaskan Rural Students

STARS (Secondary Training for Alaskan Rural Students) materials resulted from extensive rewriting of the Vocational Adult Secondary Training (VAST) materials produced by the British Columbia Department of Education, after those materials had been used with the 9th and 10th graders on Kodiak Island. Revision was done by teachers who had been using the materials and by an experienced Alaskan curriculum materials consultant, and was done specifically for rural Alaskan students. The units are designed so that the average 9th or 10th grader should usually complete all materials in 1 year. The STARS Science'' student workbook covers four units, consisting of human biology, first aid, weather, and simple machines. For each unit there are reading selections, supplemental aids, and activities. A unit test is provided at the end of each unit. Additional reading assignments are made from other reference sources. Answer keys are supplied for the exercises and for the unit tests. (BDR)

ED 224 669 RC 013 723

Uxer, John E.
Sharing Resources in the Small School.
Pub Date-5 Nov 82
Note-17p.; Paper presented at the Southwestern Rural Education Conference (Las Cruces, NM, November 5-6, 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Media, Education Service Centers, Elementary Secondary Education, Rural Schools, *Shared Services, *Small Schools, *Special Education, *Staff Development
Identifiers-*Cooperative Purchasing, Texas

Improved strategies for sharing resources are absolutely essential to the survival of small schools. Although not all, or even a major portion, of school programs should be provided by a cooperative delivery system, a discerning superintendent and board will mobilize every resource available to them in conducting their educational programs. Numerous models have been employed in providing cooperative services. School districts usually participate in shared programs because such programs are mandated by law or state board policy; because of economy, cost effectiveness, quality, convenience; or because services are available only on a shared basis (most frequently the case for small schools). Texas' Region XIX Education Service Center (46% of Texas school districts enroll fewer than 500 students; 83% of the districts are located beyond normal metropolitan services) provides shared services in the areas of instructional media, cooperative purchasing, special education, and staff training. Other areas to consider for shared services include bus driver training, innovative program pilots, professional library, printing, data processing, etc. The scope of programs and services available to all school districts by prudent utilization of cooperative strategies is limited only by the ingenuity and energy of education leaders in aggressively pursing such strategies. (BRR)

ED 224 749 SO 014 410

Youth Empowerment: A Training Guide.

National Commission on Resources for Youth, Inc., Boston, MA.

Spons Agency-Joyce Foundation, Chicago, IL.; W. Clement and Jessie V. Stone Foundation, Chicago, Ill.

Pub Date-Jun 82

Note-153p.

Available from-National Commission on Resources for Youth, Inc., 605 Commonwealth Ave., Boston, MA 02215 ($5.00).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adolescents, Adults, Attitude Change, Communication (Thought Transfer), *Community Programs, Decision Making, Learning Activities, Secondary Education, Skill Development, *Training Methods, Training Objectives, Young Adults, *Youth Programs

Exercises and techniques are presented which will help young people and adults working in youth-serving organizations develop cooperative work relationships. Youth empowerment is defined as the process by which young people learn, through active participation in the relationship, events, and institutions that affect their lives, to develop and apply their capacity to transform themselves and the world in which they live. Following an introduction, which examines the how and why of youth empowerment, three kinds of training exercises are provided. The first set will help adults examine their personal attitudes toward power and the nature of their interactions and communications with youth. The second group of exercises will help adults assess power relations within their agency, develop agency roles for youth, and initiate youth into decision-making roles in the agency. The last group of exercises are aimed at creating opportunities for social action and involving youth in the larger community. The type of information provided for each exercise includes purpose, material/space needs, suggested time, and how to facilitate the exercise. The guide concludes with an annotated bibliography. (RM)

ED 224 770 SP 021 229

Floyd, Jerald D.

Planning, Implementing, and Documenting an Innovative Statewide Occupational Initiative.

Spons Agency-Illinois State Dept. of Mental Health and Developmental Disabilities, Springfield.
Pub Date-4 Nov 82
Note-7p.; Based on a workshop paper presented to the National Conference of the Association of Labor-Management Administrators and Consultants on Alcoholism (11th, Philadelphia, PA, November 4, 1982). Supported by a Division of Alcoholism grant.
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Education, Consultants, *Cost Effectiveness, *Demonstration Programs, *Employees, Health Education, Job Performance, *Labor Education, *Occupational Safety and Health, Personnel Needs, State Aid, *State Programs
Identifiers-*Illinois

During an 18-month demonstration period, the Illinois Occupational Program Initiative (IOPI), funded through the state's Division of Alcoholism, demonstrated the feasibility of funding individual contractors to create and market employee assistance programs (EAPs) to representatives of industry and labor. Cost estimates for the EAPs were to cover provision of all technical assistance, training, and consultation necessary to develop a viable program to identify and treat several varieties of unhealthy behavior in the workplace. Using performance-based contracts with individual consultants, 187 new EAPs for 46,111 workers in smaller companies were funded. By reimbursing contractors only for documented completion of defined stages in a developing EAP, and by limiting the reimbursable amount to $3,000 per EAP, the program encouraged and supported the proliferation of EAPs in Illinois without having to disburse large sums for work uncompleted. The success of the IOPI in the demonstration period holds promise for the future of EAPs in Illinois. (Author/FG)

ED 224 477 IR 010 532

Cable TV: Now What?

Ohio Educational Library/Media Association, Columbus.
Pub Date-82
Note-26p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cable Television, Case Studies, Closed Circuit Television, *Educational Television, Elementary Secondary Education, *Facility Inventory, Glossaries, Production Techniques, *Program Implementation, *Video Equipment
Identifiers-*Franchising

Designed to aid in planning the best use of cable television in a particular educational situation, this pamphlet was prepared by a joint committee of the Ohio Educational Library Media Association and the Greater Miami Valley Instructional Television Council in order to share their plans, experiences, problems, and solutions with others who are using or planning to use cable casting. The first section discusses cable television franchises, local production, and technical considerations; defines cable television; and suggests school uses for cable television. Commonly asked questions concerning program implementation are then answered. To illustrate the varied possibilities for use of cable television by public schools, six case studies are summarized. Appendices outline the fundamentals of the cable franchising process, diagram the franchise procedure, and provide an equipment inventory form. An extensive glossary defines terms relating to cable television and video production, and a 31-item bibliography lists available monographs, ERIC documents, journal articles, videotapes, and related associations. (LMM)

ED 224 594 PS 013 265

Gould, Nora Palmer

Women Caregivers in Licensed Day Care Centers: Who Are They? A Study.

Pub Date-82

Note-16p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Characteristics, *Child Caregivers, *Day Care Centers, Early Childhood Education, *Employee Attitudes, *Employer Attitudes, Professional Recognition, Questionnaires, Salaries, Sex Discrimination, *Teacher Characteristics

A total of 264 questionnaires was distributed to 28 day care centers in Dutchess County, New York, to gather information on characteristics and attitudes of persons employed in providing day care services. Items on the questionnaire focused on personal data, job characteristics, staff education/training, income, and workers' attitudes toward their jobs. Three questions addressed to directors focused on their willingness to provide inservice training and on the number of persons employed presently and in the recent past. Of the 101 persons who responded to the questionnaire, 10 were directors, 5 were teacher/directors, 2 were family advocates, 37 were teachers, and 47 were paraprofessionals. Generally, day care workers in this area in 1981 were found to be young, female, poorly remunerated, and dedicated. These and other findings are discussed. A copy of the questionnaire is appended. (PH)

ED 224 358 HE 015 617

Davison, Richard L.

Programs Offered and Programs Completed at North Dakota Institutions Research Report North Dakota State Board of Higher Education, Bismarck.

Pub Date-Aug 82

Note-104p.

Pub Type- Numerical/Quantitative Data (110) - Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*College Programs, Degrees (Academic), *Enrollment Trends, Fees, Information Sources, In State Students, Intellectual Disciplines, Majors (Students), *Noninstructional Student Costs, Out of State Students, *Postsecondary Education, Private Colleges, Proprietary Schools, State Colleges, State Surveys, Student Certification, *Tuition, Two Year Colleges

Identifiers-North Dakota

Information is presented on degree and certificate programs and the rate of student completions for fiscal year 1981-1982 at North Dakota postsecondary educational institutions. Information is categorized by program level and by type of institution. For the four- and two-year institutions, the chief administrator is identified, and data are provided on tuition (for full- and part-time resident and nonresident students), fees for full- and part-time students, room and board fees for the 1982-1983 academic year, and highest level of program offerings. Information is also provided for state-supported institutions, private institutions, and community colleges on: 1- and 2-year program offerings by subject, bachelor's degree offerings by subject (majors), bachelor's degree program offerings by subject (minors), master's degree program offerings by subject, specialist's degree program offerings by subject, and doctoral degree program offerings by subject. In addition, for public and private institutions, statistics are presented on the number of students completing 1- and 2-year programs by area; associate degrees by area, bachelor's degrees awarded by subject area by major and minor, professional degrees awarded, and master's and doctoral degrees awarded by subject area by majors. Additional information includes: the name and address of proprietary school contacts, program offerings by institution, and institutional financial aid officers for seven institutions. (SW)

ED 224 440 HE 015 773

Schmidtlein, Frank A. Popovich, Joseph J., Jr.

Higher Education Finance Issues in a Period of Transition. Working Papers in Education Finance, No. 3.

Education Commission of the States, Denver, Colo. Education Finance Center.

Pub Date-Feb 78

Note-44p.; Paper presented at the Postsecondary Education Finance Conference (Denver, CO, November 16-18, 1978).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Access to Education, College Students, Declining Enrollment, Educational Attitudes, Educational Benefits, Educational Economics, *Educational Finance, Educational Quality, *Enrollment Trends, *Financial Support, *Higher Education, *Population Trends, Resource Allocation, Social Change, Student Characteristics, Trend Analysis

Trends affecting postsecondary education finance, including declining enrollments, are considered, including: demographic changes, changes in student enrollment rates, fundamental shifts in the economy, and the changing social priority assigned to postsecondary education. Major demographic trends that have major implications for postsecondary education are a birth rate decline, fewer persons of traditional college age, and an aging population. Two dilemmas will confront higher education as enrollment-driven revenues for many institutions level and decline: new bases for justifying budget increases will be needed, and migration and population growth patterns will result in some campuses growing, some remaining stable, and other contracting, often within the same state. Changes in participation in higher education are analyzed by student sex, race, age, part-time enrollment status, income level, and ability level; by type of academic program; and by type of institution (public, private, and proprietary sectors). Economic trends affecting revenues available for postsecondary education include inflation, the scarcity of energy and natural resources, a growing competition for funds, the cost of higher education, productivity, and shifting sources of revenues. Social trends include views on the economic value of higher education and the production of advanced degrees. Contemporary trends will also affect the following goals of postsecondary education: access, diversity, quality, and economy. (SW)

ED 224 498 IR 050 039

Cooperative Serials Review: A Feasibility Study.
Boston Library Consortium, Mass.
Pub Date-Mar 82
Note-563p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF02/PC23 Plus Postage.

Descriptors-Academic Libraries, Check Lists, *Consortia, Feasibility Studies, Library Collections, *Library Cooperation, Library Material Selection, *Library Networks, Library Research, Library Surveys, Models, Research Libraries, *Serials, *Shared Services, Use Studies

This report describes a 1980/81 project concerned with the formulation and validation of a model for determining whether cancellation and/or consolidation of serial subscriptions and holdings should be recommended to maximize the cost-effective use of combined collections and staff resources in the Boston Library Consortium (BLC). The publication begins with a brief summary of project methodology, which comprised the production of computer-generated serial subject lists, a use study on selected titles in chemistry and political science, a simulated cancellation of these titles, a second use study to evaluate the model developed for consolidation of serial holdings, and a confidential institutional questionnaire on serials cancellation and cooperative action concerns. Eleven exhibits which comprise the largest part of the report include (1) various listings of serial titles used in the BLC study, with notations of serial subject, format, location, holdings, usage, cost, indexing source, and applicability for simulated removal; (2) memos, questionnaires, and an instruction manual used in the study; and (3) the results of the institutional questionnaire on serial policy and cooperative action. The report concludes with an outline of BLC serials automation efforts and the cooperative serials review, as presented at a December 1981 meeting of Massachusetts library cooperative groups. (Author/ESR)

ED 224 575 PS 013 243

Hendricks, Leo E.

Some Social and Psychological Factors Associated with Black Unmarried Adolescent Fatherhood: A Preliminary Report.

Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Pub Date-Oct 82
Grant-ACYF-90-CW-637-01; IR01-MH-2551-05
Note-21p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Washington, DC, October 12-16, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Adolescents, *Blacks, Contraception, *Early Parenthood, *Fathers, Locus of Control, *Males, Predictor Variables, Religious Factors
Identifiers-*Unmarried Parents

Preliminary findings are presented to address the issue of the extent to which measures of external locus of control, contraception use, educational achievement, and religiosity discriminate between black unmarried adolescent fathers and nonfathers. Forty-eight unmarried adolescent fathers and 50 unmarried adolescent nonfathers were identified by social service workers. Data were collected by an adult black male interviewer in a face-to-face private interview. Questions pertained to the social and demographic characteristics of the subjects; their sexual knowledge, attitudes, and practices; the problems they encountered as adolescent males; and the ways they coped with their problems. Results indicate that if a black adolescent male's locus of control, contraceptive use, church attendance, and school status are known, his status as a father can be predicted. Policy implications of this research include the suggestion that unmarried black adolescent fathers should be given birth control counseling and, if other forms of counseling are warranted, attention should be paid to issues of locus of control. Concluding remarks point out weaknesses of the study limiting its generalizability. (RH)

ED 224 613 PS 013 296

Travers, Jeffrey And Others

The Effects of a Social Program: Final Report of the Child and Family Resource Program's Infant-Toddler Component, Fall 1982.

Abt Associates, Inc., Cambridge, Mass.
Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Report No.-AAI-82-31

Pub Date-30 Sep 82
Contract-HEW-105-79-1301
Note-287p.; For related documents, see PS 013 238 and PS 013 294-303.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-Coping, *Delivery Systems, Early Childhood Education, Ethnography, *Family Characteristics, Family Involvement, *Family Programs, Formative Evaluation, Longitudinal Studies, Program Descriptions, *Program Effectiveness, Program Evaluation, Public Policy, Statistical Analysis
Identifiers-*Child and Family Resource Program, *Developmental Continuity, Project Head Start

A longitudinal evaluation of the Child and Family Resource Program (CFRP) was conducted to describe programs and their operations, identify program models, link family outcomes to participation or nonparticipation, and relate family outcomes to aspects of CFRP treatment and family characteristics. An experimental design supplemented by descriptive and qualitative methodologies was employed. This final report assesses the effects and effectiveness of the program's 3-year infant/toddler component, the main focus of the evaluation. Chapter 1 provides an overview of CFRP and the evaluation, while chapters 2 through 4 provide a portrait of CFRP in operation. Chapter 5 deals with the effects of CFRP, and chapter 6 assesses the effects of different degrees of participation within the CFRP group and investigates whether the program had different effects for different types of families with potentially different patterns of need. (Chapters 5 and 6 are nontechnical and are addressed to the general reader.) Chapter 7 summarizes the main findings, conclusions, and implications for policy and program management of the 5-year evaluation. Finally, a methodological appendix addressed to the technical reader amplifies the brief description of the study's statistical methods and results provided in Chapters 5 and 6, specifically providing discussion of measurement instruments and their administrative and psychometric properties, sample attrition and its analytic consequences, and the various statistical approaches used in data analysis. The appendix also presents some representative statistical findings. (RH)

ED 224 651 RC 013 705

Caraveo-Ramos, Libardo Eduardo Winer, Jane L.

Vocational Aspirations of the Mexican-American and the Influence of Acculturation in Their Attainment.

Pub Date-15 Apr 82
Note-18p.; Paper presented at the meeting of the Southwestern Psychological Association (Dallas, TX, April 15, 1982).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Acculturation, Educational Attainment, Elementary Secondary Education, *Ethnicity, Ethnic Stereotypes, Family Environment, *Family Influence, *Literature Reviews, *Mexican Americans, *Occupational Aspiration, Parent Aspiration, Socioeconomic Influences, Student Attitudes

To gain a basic understanding of some factors (i.e., community composition, family environment, and general retention of Mexican values) influencing the vocational aspirations of the Mexican American, several studies are reviewed. The literature reviewed disproves some of the common stereotypes as deterministic ethnic factors for the vocational attitudes of the Mexican American and empirically supports the fact that the level of acculturation and family style is one of the main determinants of the Mexican American's values and attitudes, specifically when dealing with vocationally related issues. The idea that ethnicity is not the single predominant determinant is supported. In spite of all argumentation in favor of or against a specific factor or factors which influence the vocational aspirations of Mexican Americans, no particular response seems to provide an adequate answer to the question. In general, research has found a lack of differentiation in the perceptions of vocational aspirations of Mexican Americans when compared to Anglo Americans. However, the attainment of aspirations appears to be greatly influenced by the level of acculturation rather than one's ethnicity. Therefore, the level of acculturation' must be considered when providing vocational counseling to the Mexican American. (Author/NQA)

ED 224 710 SE 039 831

Public Law 96-479 National Materials and Minerals Policy, R & D Act of 1980 and Consideration of H.R. 4281 - Critical Materials Act of 1981. Hearings Before the Subcommittee on Transportation, Aviation and Materials and the Subcommittee on Science, Research and Technology of the Committee on Science and Technology U. S. House of Representatives, Ninety-Seventh Congress, Second Session. Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

Pub Date-Apr 82

Note-273p.; Some pages are of marginal legibility.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

EDRS Price - MF01/PC11 Plus Postage.

Descriptors-Aerospace Industry, Ceramics, *Federal Legislation, *Federal Programs, Federal Regulation, *Industry, Land Use, Metals, Mining, Natural Resources, *Policy Formation, *Technology

Identifiers-Congress 97th, *Minerals, *National Materials and Minerals Policy R and D Act

Presented in this document are transcripts of hearings on the subject of national materials policy. The hearings focused on implementation of P.L. 96-479, the National Materials and Minerals Policy, Research and Development Act of 1980 (including the recent Presidential program plan and report made to Congress) and on H.R. 4281, the Critical Materials Act of 1981, introduced last year. Main elements of the National Materials and Minerals Program Plan are outlined. These include stimulation of private sector materials research and development through tax incentives provided by the Economic Recovery Act of 1981, reexamination of wilderness policy, acceleration of review of public lands withdrawn from mineral exploration so that the possible multiple use of these lands can be evaluated, and others. Included is testimony from administration witnesses on the proposed legislation, as well as on the President's program plan and report. Additional testimony includes that provided by witnessess from industry, specifically the steel and aerospace industry, testimony related to the future of advanced ceramics and composites, and testimony from the Federation of Materials Societies and the National Audubon Society on the various issues. (Author/JN)

ED 224 790 SP 021 541

Jones, Robert

Deerfield High School Sex-Fair Performance Evaluation Synopsis.

Spons Agency-Illinois State Board of Education, Springfield.

Pub Date-Aug 81

Note-52p.; Paper presented at the Physical Eduction Ability Grouping and Performance Evaluation Symposium (Ottawa, IL, August 13-14, 1981). For related document, see ED 222 490.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Athletics, Coeducation, High Schools, Performance Tests, *Physical Education, *Physical Fitness, *Program Evaluation, Psychomotor Objectives, Psychomotor Skills, *Sex Fairness, *Student Evaluation

There are four phases to the Deerfield High School (Chicago, Illinois) sex-fair performance evaluation system: (1) a point system allowing students to control 50 percent of their grades through participation and attendance; (2) an ongoing evaluation procedure concerned with determining the contributions of various units of instruction (all curriculum offerings are evaluated in terms of their contributions to various forms of fitness); (3) the use of the AAHPERD (American Alliance for Health, Physical Education, Recreation, and Dance) Physical Fitness Test and the Health Related Fitness Test; and (4) skill testing as a means of assessing personal performance and maintaining a high level of student participation standard tests and individual teacher developed tests are used. Deerfield High School's assessment program places all athletic activities in the physical education program in five major physical fitness categories: (1) cardiovascular; (2) flexibility; (3) kinesthetics; (4) motor ability; and (5) strength/power. Categories involving lifetime sports and general fitness are also included. Physical education activities are examined for their contribution to student improvement in these areas. Appendixes include a report on the assessment testing program, a summary of the assessment evaluation program, a discussion of a projected testing program, and a report on assessment testing results for specific athletic programs. Also included is a list of tests used for measuring fitness in each of the five major categories. (JD)

Policy and Procedures Manual. Minimum Competencies for High School Graduation.

Austin Independent School District, Tex. Office of Research and Evaluation.

Report No.-AISD-ORE-82-13

Pub Date- 82

Note-54p.; Some tables are marginally legible due to small print.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Basic Skills, *Board of Education Policy, *Graduation Requirements, Guides, *High Schools, High School Students, *Minimum Competencies, Minimum Competency Testing, Testing Programs

Identifiers-*Austin Independent School District TX

This Policy and Procedures Manual is the complete resource for information concerning the Austin Independent School District's (AISD) minimum competency requirements program for high school graduation. All students are required to exhibit a 9.0 grade level competence in reading and mathematics. Special education students are exempt from this requirement. Several standardized tests are used to demonstrate competency. These include the Iowa Tests of Basic Skills, Texas Assessment of Basic Skills, and the Sequential Tests of Educational Progress. Tutorial courses are required for students who have not met competency requirements. The testing for Senior Transfer Students is outlined. Examples of the forms for various reports that must be completed are provided. The manual explains procedures for adding updated information produced by the district. (DWH)

ED 224 829 TM 830 022

Brunton, Max L.

Is Competency Testing Accomplishing any Breakthrough in Achievement?

Pub Date-20 Mar 82

Note-15p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development. (Anaheim, CA, March 20-23, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Achievement Gains, Grade 10, High Schools, Longitudinal Studies, Minimum Competencies, *Minimum Competency Testing, Outcomes of Education, *School Districts, State Boards of Education, *State Programs, *State Standards

Identifiers-*California Achievement Tests

Parkrose (Oregon) School District 3 became involved in standards of competence in 1978 when the Oregon State Board of Education adopted standards requiring high school students to demonstrate competency skills to graduate. The California Achievement Test has been administered to Parkrose tenth graders each fall since 1974 when students scored slightly below the national average. A significant change registered after 3 years. Scores then jumped dramatically, with the median close to the 70th percentile for the past 4 years. These gains are attributed to a goal-based instructional program developed in response to the state's directive for a competency program. These competencies are an integral part of the regular curriculum of well-defined program and course goals. The most appropriate levels at which students should demonstrate competence are chosen. Students are certified as competent as soon as requirements are met. A competency testing program tests seventh, eighth, and ninth grades twice a term. All teachers have received inservice training on how to teach to an objective. These standards have resulted in improving curriculum, raising school standards, and improving preparation for college entrance. (Author/PN)

Boyd, John Boyd, Mary Ann
Some Solutions to the Problems of Teaching the Indochinese.
Pub Date-82
Note-13p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (16th, Honolulu, HI, May 1-6, 1982).
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classroom Techniques, Dialogs (Language), *English (Second Language), *Indochinese, Learning Activities, Listening Skills, Receptive Language, *Refugees, Second Language Instruction, *Teaching Methods

The Indochinese student brings a unique set of linguistic, cultural, and psychological problems to the English as a second language (ESL) classroom. Indochinese refugees may be illiterate in their first language, lack the prior education needed to cope with a formalized learning situation, have traditional learning and study patterns that interfere with learning a language orally, and have excessive tension which impedes ability to hear and produce language. Techniques for working with Indochinese refugees to overcome these problems in the ESL classroom are described. For students with no prior knowledge of English, a slower paced and less threatening classroom atmosphere must be provided, with an emphasis on receptive learning through listening activities. Students with previous academic experience in their native language should be presented with analytical activities in addition to oral creative opportunities. Intermediate ESL students who are comfortable with classroom drills and dialogs must learn to comprehend realistic discourse. Exercises such as one-sided dialogs and strip stories are suggested. (Author/RW)

ED 224 374 HE 015 637

Keim, M. David, II Stevenson, Alice F.

Model for Determination of Student Attrition: Causes and Trends. B.E.N. Student Retention.

Pub Date-13 Nov 80

Note-46p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University. The paper was also presented at the Annual Meeting of the North Carolina Association for Institutional Research (November 13, 1980).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Desegregation, *Community Colleges, Data Collection, Dropout Research, Higher Education, *Institutional Research, *Models, Research Methodology, School Surveys, State Surveys, *Student Attitudes, *Student Attrition, Student College Relationship, Student Needs, Two Year College Students

Identifiers-*North Carolina Community College System

A model for the identification and analysis of student attrition within the North Carolina community college system was tested in 1980-1981.The three institutions selected to conduct the study Beaufort County Community College, Edgecombe Technical College, and Nash Technical Institute (BEN) named the project the BEN Student Retention Research Project and began work in April 1980. Objectives included the following: to define the concept of attrition and distinguish students labeled as dropout from other nonreturning students; to develop and validate instruments to collect data on student attrition and survey college applicants and currently enrolled students regarding factors related to attrition; to assess the causes of attrition; and to develop a model for the study of attrition that could be implemented by each institution within the community college system. The following areas were considered regarding the community college nonpersister: demographic characteristics, academic factors, and nonintellective factors (e.g., motivation, personality variables, and financial needs). A review of the attrition literature is presented, and attention is directed to institutional climate and services and student-reported reasons for withdrawal. The research design for the North Carolina system includes a static-group comparison to assess a relatively large population at one point in time and to discover comparative incidence, distribution, and interrelations of variables. The study population consists of students in 7 of the 58 institutions of the community college system. The final model is to be used on the institutional level. Appended materials include: research questions, the Applicant Survey Questionnaire, the Currently Enrolled Student Survey, the Survey of Noncontinuing Students, and a bibliography. (SW)

ED 224 423 HE 015 749

Young, Robert E. And Others

Instructional Development Report: A Program for Instructional Development at the University of North Dakota. Second Progress Report.

North Dakota Univ., Grand Forks. Office of Instructional Development.
Spons Agency-Bush Foundation, St. Paul, Minn.
Pub Date-Sep 82
Note-61p.; For related documents, see ED 219 031, and HE 015 750-753). Some tables will not reproduce well due to small print.
Available from-Office of Instructional Development, Box 8161, University Station, Grand Forks, ND 58202.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-College Faculty, Contracts, Faculty College Relationship, *Faculty Development, Feedback, *Financial Support, Grants, Higher Education, *Instructional Development, Instructional Improvement, Publications, *Sabbatical Leaves, State Universities, Teacher Attitudes, Technical Assistance
Identifiers-Faculty Publishing, *University of North Dakota

An evaluation of the instructional development program at the University of North Dakota (UND) over the first 2 years, and 1981-1982 (second year) expenditure data, are presented. The program, which provides resources for improved instruction and professional development of UND faculty members as teachers, involves direct service, grants, and advocacy. The Office of Instructional Development (OID) provides direct service to faculty and staff members through materials, consultation, and assistance. During 1981-1982 two series of publications were initiated to address faculty interest areas and provide faculty an opportunity to write. In addition to direct service, the program provides funds to faculty and staff for projects that may improve instruction. Lists of projects funded through instructional development grants and of faculty who received developmental leave supplements are presented, along with descriptions of projects supported through instructional development contracts. During 1981-1982, 17 instructional development grants, 26 instructional development contracts, and 9 developmental leave supplements were awarded. OID advocacy efforts have included the adult student, science education, general education, and interdisciplinary studies. Additionally, OID has assisted the North Dakota Board of Higher Education and other institutions with their faculty development programs. Results of a faculty survey are presented concerning awareness/knowledge about instructional development programs and perceptions of the effectiveness of instructional development. Specific feedback from faculty who were awarded grants/contracts is also included. (SW)

ED 224 517 JC 820 565

Ryan, Jerry Juba, Susan

A Survey of Citizens' Views about Brookdale Community College.

Brookdale International Inst., Stony Brook, N.Y.

Pub Date-4 Jun 82

Note-47p.; Prepared by the Research and Development Office.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Age, *Community Attitudes, Community Colleges, Community Surveys, *Educational Needs, Ethnic Groups, Females, Income, Individual Characteristics, *Institutional Evaluation, Males, *Public Support, Questionnaires, Two Year Colleges

In 1982, Brookdale Community College (BCC) conducted a community survey to determine whether there were any differences in knowledge, use, or support of BCC within Monmouth County (NJ) by residential areas, household income, or demographic indicators such as age, sex, or ethnicity; and to identify any unmet educational needs in the county. Surveys were mailed to all 195,320 households in the county, and 11,435 responses were received for a return rate of 5.9%. Selected findings included the following: (1) 93.4% of the respondents indicated some knowledge of BCC; (2) 41.3% were very satisfied and 40.1% were satisfied with the college's programs and services; (3) there were no significant differences in attitude toward or knowledge of Brookdale based on residential proximity to the college; (4) middle and higher income respondents were more aware of and satisfied with the college than lower income respondents; (5) while Asian and White respondents tended to be more aware of BCC than Black or Hispanic respondents, White and Black respondents tended to be more satisfied with BCC's services; (6) women respondents were significantly more knowledgeable about BCC and more satisfied with its programs than men; and (7) while respondents in the youngest age category (19 or under) were the most knowledgeable about BCC, they were also the least satisfied age group. The survey instrument is appended. (AYC)

ED 224 536 JC 830 014

Bresler, Marilyn

Headcount by Student Credit Hours: Fall 1982 and Fall 1981. Report No. 83-1.

Maricopa County Community Coll. District, Phoenix, Ariz. Office of Educational Development.
Pub Date-Dec 82
Note-14p.
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Community Colleges, *Enrollment Trends, *Full Time Students, Multicampus Districts, *Part Time Students, Two Year Colleges, *Two Year College Students
Identifiers-*Course Load

Data are presented on student headcount enrollments in the Maricopa County Community College District (MCCCD) within six credit hour categories: 1-3, 4-6, 7-9, 10-12, 13-15, and more than 16 credit hours. Using 45th day enrollments, table 1 shows differences between 1981 and 1982 headcount within the credit hour categories and table 2 provides data for fall 1980 through fall 1982. Table 3 shows headcount by credit hour categories for fall 1981 and 1982, using high-point data, that is, 45th day enrollment plus withdrawals. Tables 4 through 10 show changes in headcount by credit hour between 1981 and 1982 for each of the seven colleges in the district. Selected findings include the following: (1) there was an overall increase in student headcount of 3,769 students between fall 1981 and 1982, which was mainly accounted for by additional part-time students taking between one and three credit hours; (2) the number of students enrolled for 7 to 9 hours per week decreased between 1981 and 1982; (3) major changes in headcount were increases in the 1-3 and 10-12 credit hour categories and a decrease in the 4-6 credit hour category; and (4) while between-semester enrollment patterns were the same using 45th day and high-point data, full-time students accounted for more of the total headcount at high-point than at 45th day. (HB)

ED 224 555 PS 013 024

Standards for Residential Centers for Children.

Child Welfare League of America, Inc., New York, N.Y.

Report No.-ISBN-0-87868-179-5
Pub Date-82
Note-168p.
Available from-Child Welfare League of America, Inc., 67 Irving Place, New York, NY 10003 (Paper, $12.50, plus $1.50 postage/handling).
Pub Type- Legal/Legislative/Regulatory Materials (090)
Document Not Available from EDRS.
Descriptors-*Children, Child Welfare, Community Planning, Educational Planning, Equipment, Facilities, Group Experience, Institutional Administration, *Residential Care, *Residential Institutions, Social Services, Social Work, *Standards

Standards of practice are described in this book which pertain to the care of children whose needs cannot be met in their own families or in foster families and who can benefit by the experiences and help that residential services can offer them and their families. The term residential'' as used here refers to group care only. Standards presented were developed with the help of a technical committee having expert knowledge about the provision of residential care. These guidelines have been critically reviewed by agencies with residential services, state departments of welfare, other organizations interested in this kind of care for children, and the Child Welfare League of America's board and staff. Designed so that readers can easily obtain needed information, the book includes a table of contents which provides a rapid review of the general areas covered. These areas include (1) the residential center as a child welfare service, (2) total services for children and parents, (3) the program for care, (4) education for children in a residential center, (5) child care in a residential center, (6) social work in a residential center, (7) group work in a residential center, (8) plant and equipment, (9) organization and administration of a residential center, and (10) community planning and organization of a residential center. (RH)

Bowman, Harry L. And Others
Numerical Skills Curriculum Guide. Focus on the Trained Person. Supplement to Technical Report 135.
Naval Training Analysis and Evaluation Group, Orlando, Fla.
Pub Date-Nov 82
Note-237p.; For related document, see ED 223 450.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Adult Education, *Basic Skills, Curriculum Design, Curriculum Guides, Field Tests, Guidelines, Instructional Materials, Learning Modules, Mathematics Curriculum, *Mathematics Education, *Mathematics Instruction, Postsecondary Education, *Program Descriptions, *Remedial Mathematics, Teaching Methods
Identifiers-*Naval Training, Navy

This document presents a basic numerical skills curriculum for use in either Academic Remedial Training or Apprentice Training in the Navy. The curriculum is designed to enable students who are deficient in numerical skills to attain at least minimal proficiency in elementary mathematics. The Training Analysis and Evaluation Group (TAEG) field-tested the curriculum with recruits awaiting entrance into the Fireman Apprentice Training course in Orlando, Florida. Results were seen as positive, with student performance measures indicating that a group with an initial mean mathematical grade level of 6.9 raised their proficiency to above grade 8 level after an average of eight days of instruction. This indicated that the curriculum successfully taught basic mathematical skills. This guide presents a complete description of skills taught, instructor activities, supplemental reading materials, and criterion tests. (The curriculum is referred to as the Mathematical Skills Curriculum, but this name has been changed to Numerical Skills Curriculum). (MP)

ED 224 729 SO 014 352

Grusky, David B.

Industrialization and the Status Attainment Process: The Thesis of Industrialism Reconsidered.

Wisconsin Univ., Madison. Center for Demography and Ecology.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Science Foundation, Washington, D.C.

Pub Date- 82

Grant-HD-5876

Note-51p.; An earlier version of the paper was presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Educational Attainment, *Employment Level, Foreign Countries, *Industrialization, Social Science Research, *Social Status, Theories

Identifiers-*Japan

Two theories about the effects of industrialization on an individual's attainment of social, educational, and occupational status are examined in this study of 12 Japanese regions in varying stages of development. The first, the theory of industrialism, suggests that as development occurs, the attainment of educational and occupational status through kinship ties (ascription) decreases and status is gained on the basis of individual achievement. The second theory, status maintenance, argues that when educational expansion surpasses occupational demand the advanced industrial state will resort to ascription (kinship ties, social background) to fill prestigious jobs. Although both theories agree that education becomes more universal with industrialization, they disagree on occupational and social status attainment. Research in the 12 Japanese regions used both the individual and the region itself as units of measurement and involved several stages of analysis. Final results disprove the industrialism theory; ascriptive processes do not diminish with industrialization. Inadequate occupational demand does, however, restrict the degree to which educational attainment becomes prestigious. (KC)

ED 224 320 FL 013 356

Voght, Geoffrey M.

The Madrid Chamber of Commerce Examinations and the Business-Spanish Curriculum.

Pub Date-82

Note-7p.; Paper presented at the Eastern Michigan University Conference on Spanish for Bilingual Careers in Business (Ypsilanti, MI, March 18-20, 1982).

Available from-Not available separately; see FL 013 333.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Business, Business Communication, Business Education, Foreign Countries, Higher Education, International Education, *Languages for Special Purposes, *Spanish, Test Format, *Testing Programs, *Tests

Identifiers-Eastern Michigan University, *Spain (Madrid)

The Madrid Chamber of Commerce examinations and their usefulness for evaluation of business Spanish students are discussed. Eastern Michigan University is the testing center for a five-state area. The written portion of the exam is graded in Madrid, while the oral portion is graded by the university faculty. Testing procedures and contents of the oral and written exams at the basic and advanced level are described. The exams cover Spanish economics and industry, business organization and terminology, composition of a Spanish business letter, and questions on business topics. The potential advantages of the examinations include their two levels, their flexibility, a competitive edge in the job market, and an incentive for students. Plans are being made to standardize the examinations and offer them at officially designated testing centers nationwide. (RW)

Olagunju, Amos O. Jordan, Portia
A Student Motivation, Faculty, and Instructional Technique Evaluation Model.
Barber-Scotia Coll., Concord, N.C.
Spons Agency-Department of Education, Washington, DC.
Pub Date-Apr 82
Note-51p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Academic Aspiration, College Desegregation, College Students, Course Evaluation, Dropout Prevention, Evaluation Methods, Higher Education, *High Risk Students, Institutional Research, *Learning Motivation, Models, Student Attitudes, *Student Evaluation of Teacher Performance, *Student Motivation, Teaching Methods
Identifiers-*Barber Scotia College NC

Student academic motivation and student evaluation of overall faculty effectiveness and instructional techniques at Barber-Scotia College were studied to identify the academically underprepared and unmotivated students. Students provided assessments concerning the impact of the college's course offerings, the effectiveness of their instructors, and the difficulty or amount of effort instructors required from students. Overall student attitudes toward course materials, assignments, quizzes, instructors, and student responsibility were used as a measure of the degree of student academic motivation. Of the 200 students surveyed, 32.5 percent were found to be academically unmotivated. It was found that the more highly academically motivated the student, the greater the impact a course had, and the less complaints the student had about learning course materials. Additional findings include: students from rural areas seemed to be more academically inclined than students from suburban and urban areas; and students who studied an average of 4 or more hours per day were more academically inclined. It is recommended that the Office for Total Student Development and the Counseling Office become more concerned about academic problems. Potential dropouts tend to complain about a number of areas, including classwork, instructors, and college services. Most academically unmotivated students at

Barber-Scotia College reject assignments and are deficient in study skills. A questionnaire is appended. (SW)

ED 224 407 HE 015 717

Jenkins, Robin E. Nord, Roy

Contracting for Services.

National Association of Coll and Univ. Business Officers, Washington, D.C.

Spons Agency-Lilly Endowment, Inc., Indianapolis, Ind.

Pub Date-Nov 82

Note-7p.; Excerpt from a book entitled Contracting for Services.''

Available from-National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036 (entire book at $25.00).

Journal Cit-Business Officer; p15-19 Nov 1982

Pub Type- Guides - Non-Classroom (055) - Collected Works - Serials (022)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Ancillary School Services, Bids, *Campus Planning, *College Administration, *Contracts, Cost Effectiveness, Decision Making, *Delivery Systems, Educational Facilities Planning, Evaluation, Higher Education, Performance

The major steps a college should undertake in contracting for services, including the initial determination as to whether or not contracting is the best way to provide a particular service, are described. Three general activities that apply to decisions about contracting in most circumstances are: investigating service characteristics; identifying service objectives; and defining performance standards. Performance specifications for most services required by a college could include a schedule of work; a list of materials and/or equipment to be provided by the contractor or institution; and facilities that will be available for performing the service. The next phase includes the activities necessary to evaluate the relative merits of feasible service delivery alternatives and select to the most appropriate one. In making this determination, it is

important to evaluate the cost-effectiveness and quality of the services offered under each alternative. The effects of different alternatives on employees, including student workers; on the cohesiveness and integrity of the campus community; and on current collective bargaining agreements must also be considered. The third phase deals with issues that must be resolved to ensure that the specific alternative chosen is best from the institution's point of view, and that the selection process itself is open and fair. In selecting a contractor, it is important to develop a service budget, prequalify bidders, develop a request for proposal, solicit bids, and evaluate the proposal. The final phase encompasses the development and negotiation of the contract documents, administration of the contract, and periodic evaluation of the contractor's performance. (SW)

ED 224 458 IR 010 439

Grayson, Lawrence P.

New Technologies in Education.

Pub Date-26 May 81

Note-38p.; An edited version of this article will appear in the 5th edition of the Encyclopedia of Educational Research, published by the American Educational Research Association (1982).

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Audio Equipment, *Audiovisual Instruction, Computer Assisted Instruction, *Computer Oriented Programs, Computer Programs, *Educational Media, *Equipment Utilization, *Input Output Devices, Literature Reviews, Technology Transfer, *Telecommunications, Video Equipment

Many technologies besides microcomputers and videodiscs have been and are being used effectively in education, and this article provides an overview of the current utilization of a variety of educational technologies. Existing technologies are categorized according to their accessibility, whether used locally or over a distance, and their capability, whether primarily audio and audiographic, computer, or video. The technologies and their typical applications are explored, using an approach which follows the developments in hardware and their uses in education. Audio and audiographic technologies discusssed include radio and audiotapes, telephone, three categories of telewriters, slow-scan television, facsimile, and educational telephone networks. Computer-related topics include expenditures for computing, trends in computer hardware, availability of computers, computer-based instruction, course materials, small and large-scale evaluations of computer-based instruction, computer-assisted testing, and computer conferencing. Video technolgies described include broadcast television, Instructional Television Fixed Service systems, satellites and cable systems, video recording media, and evaluation study results. An extensive 68-item reference list is included. (LMM)

ED 224 478 IR 010 537

Loop, Liza And Others

ComputerTown. A Do-It-Yourself Community Computer Project.

People's Computer Co., Menlo Park, CA.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-82
Grant-SED8015964
Note-112p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Community Services, *Computer Literacy, *Computer Oriented Programs, Computer Programs, Innovation, *Microcomputers, Organization, *Planning, *Program Implementation
Identifiers-California (Menlo Park)

This manual based on Menlo Park's experiences in participating in a nationwide experimental computer literacy project provides guidelines for the development and management of a ComputerTown. This project, which was begun in September 1981 in the Menlo Park Public Library, concentrates on providing public access to microcomputers through hands-on computer experiences for the new to intermediate potential user, and assisting them in becoming comfortable, aware, and informed about microcomputer technology. Advice on planning a ComputerTown covers administrative personnel, computer access, and local newspaper contact. Ideas are presented for offering introductory events, special workshops, and working with volunteers. Four typical events are profiled: a business night, computers at the Learning Faire, a Word Processing Study Group, and the ComputerTown Barrington (Illinois) Conference. Typical user questions and advice on personal computer selection are included. A description of courses and other learning activities includes user validation, games and programming, sample course titles and curricula, ComputerTown Scrapbooks, peer teaching, host institutions, planning new ComputerTowns, and creating a formal organization. Appendices contain technical advice on handling resources, including physical arrangement, equipment handling, software storage and cataloging, copyright considerations, software security, and print materials. (LMM)

ED 224 595 PS 013 266

Rawlings, Steve W. And Others

Household and Family Characteristics: March 1981. Current Population Reports: Population Characteristics, Series P-20, No. 371.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date-May 82

Note-241p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($7.00).

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Academic Achievement, *Demography, Employment, *Family (Sociological Unit), *Family Characteristics, Family Income, Family Structure, Hispanic Americans, National Surveys, Nuclear Family, Older Adults, One Parent Family, Profiles, Racial Distribution, Tables (Data)

Detailed demographic information on the characteristics of households and families in the United States is presented in this report. The new data in this year's report are based on the current population survey conducted in March of 1981. Some highlights of the topics discussed include the following: (1) Nonfamily households accounted for 10.1 million of the 19.0 million increase in the total number of households since 1970; (2) The median age of householders in 1981 was 45.9 years, down 2.2 years from the 1970 level; (3) About 60 percent of all households in 1981 were maintained by persons who were married and living with their husbands or wives, compared with 71 percent in 1970; (4) The size of the average household has declined from 3.14 persons in 1970 to 2.73 persons in 1981; (5) About one out of every five households had a householder age 65 or older, according to both the 1981 and the 1970 survey; and (6) One-parent families accounted for 21 percent of the 31.6 million families with children in 1981, versus 11 percent of the 28.8 million families with children in 1970. Sampling variability, which may be relatively large for the smaller figures as well as for small differences between figures, is discussed in an appendix to the report. (RH)

ED 224 632 RC 013 686

Griffin, Ned Ostrom, Robert

STARS (Secondary Training for Alaskan Rural Students): Mathematics. Draft Copy.

Kodiak Island Borough School District, Alaska.

Spons Agency-Alaska State Dept. of Education, Juneau.

Pub Date-Aug 77

Note-410p.; For related documents, see ED 180 679 and RC 013 685-687. Parts may be marginally legible.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Alaska Natives, Decimal Fractions, Fractions, Geometry, Grade 9, Grade 10, High Schools, *Instructional Materials, Integers, *Mathematics, Measurement, Percentage, *Problem Sets, Puzzles, Rational Numbers, Ratios (Mathematics), *Rural Education, Statistics, Teacher Developed Materials, Whole Numbers, Workbooks

Identifiers-*Alaska (Kodiak Island), Circumference, Consumer Mathematics, Perimeter (Geometry), *Secondary Training for Alaskan Rural Students, Word Problems

STARS (Secondary Training for Alaskan Rural Students) materials resulted from extensive rewriting of the Vocational Adult Secondary Training (VAST) materials produced by the British Columbia Department of Education, after those materials had been used with the 9th and 10th graders on Kodiak Island. Revision was done by teachers who had been using the materials and by an experienced Alaskan Curriculum materials consultant, and was done specifically for rural Alaskan students. The Mathematics'' student workbook is comprised of 11 units, including units on: whole numbers; fractions; ratio and proportion; decimals; percent; consumer math; measurement; perimeter; area and volume; statistics; geometry; and integer and rationals. Six of the units conclude with problem solving or word problems. Puzzles and problems are based on Alaskan situations. Answer keys are supplied for the exercises. The units are designed so that the average 9th grader should usually complete 1/2 of the material in 1 year, and 10th graders should complete all of the material. (BRR)

ED 224 670 RC 013 725

Churchill, Ward

1978 All Indian Long Distance Runner's Training Camp. General Assessment.

Colorado Univ., Boulder.

Pub Date-78

Note-26p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Achievement, Admission Criteria, *American Indians, *Athletes, Budgets, *Educational Benefits, Mentors, Program Effectiveness, *Resident Camp Programs, *Role Models, *Running, Secondary School Students

Identifiers-*All Indian Long Distance Runners Training Camp

The All-Indian Long Distance Runner's Training Camp, predicated upon the fact that the Native American community has produced an inordinate number of long distance runners due to historical/environmental/sociological factors, has as its operational philosophy that academic achievement is stressed as a correlate to athletic success; that participation in higher education is itself a precondition to athletic recognition. Due to the short duration (5 days) and high intensity of sessions, participants are limited to 25 high school age runners, plus 5 state champion runners. Participants are exposed to concentrated live-in counseling by world class caliber distance runners; close sequence instructional/motivational lectures by top names in the running world; training films; a week-long section on injury prevention; and individualized and group counseling. Accomplishments are reinforced during the camp and a determined effort is made to insure press recognition, particularly in their home town. The first annual (1978) camp was a marked success. However, certain factors emerged which require attention or adjustment prior to staging the activity the next year. Appended are results of the formal written student evaluation, budget information, and the project proposal. (AH)

ED 224 750 SO 014 411

Weslander, Darrell Arnsdorf, Val

Profile of an Effective Social Studies Teacher.

Pub Date-Nov 82
Note-30p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Boston, MA, November, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Educational Research, Elementary Secondary Education, Job Performance, Job Satisfaction, Predictive Validity, Self Evaluation (Individuals), *Social Studies, Teacher Background, Teacher Behavior, *Teacher Characteristics, *Teacher Effectiveness, Teacher Evaluation
Identifiers-*Holland Vocational Preference Inventory

The two objectives of this study were to determine if the Holland vocational theory had predictive value for teacher performance, and to provide a clearer picture of who would be considered a quality social studies teacher. A Teacher Data Form and a Vocational Preference Inventory (VPI) (Holland, 1977) were completed by 104 social studies teachers in Delaware, Pennsylvania, and Maryland. Each teacher was then evaluated by two immediate supervisors. Variables studied included: age, years in present position and in education, undergraduate grade point average, perceived ratings by students and supervisors, self-rating, activity in professional organizations, job satisfaction and stress, six interest scales of the VPI (Realistic, Investigative, Social, Conventional, Enterprising, and Artistic), and supervisory rating. Two background variables and three VPI interest scale scores were found to be predictive of teacher effectiveness. An outstanding social studies teacher is experienced (has been in present position for several years), is young, has high enterprising and social interests, is understanding and views self as having good teaching ability, has high interpersonal relationship skills, prefers activities which involve the supervision of others, and likes ambiguous, free, and unsystematic activities. (RM)

ED 224 771 SP 021 313

Beauchamp, Larry S.

Understanding Fitness: A Primer for School Program Planners.

Pub Date- 80

Note-13p.

Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Athletics, *Curriculum Development, *Educational Trends, Elementary Secondary Education, Exercise Physiology, Foreign Countries, Motor Development, *Physical Education, Physical Education Teachers, *Physical Fitness, Physical Health, *School Role, Testing

Identifiers-Canada

This paper presents, in question-and-answer format, a discussion of the complexities and implications of physical education theory and suggestions for applying this knowledge to the development of physical fitness programs in Canadian schools. The questions consider: (1) the need for physical exercise; (2) definition of physical fitness; (3) basic principles of fitness development; (4) performance- and health-related components of physical fitness; (5) types of activities included in developmental fitness programs; (6) the role of physical fitness testing; (7) the role of schools in fitness development; and (8) promoting physical fitness through school activities and environment. (FG)

ED 224 441 HE 015 774

Minter, W. John
The Financial Assessment of Colleges and Universities and Its Implication for State Policy. Education Commission of the States, Denver, Colo. Education Finance Center.
Pub Date-Feb 78
Note-53p.; Paper presented at the Postsecondary Education Finance Conference (Denver, CO, November 16-18, 1977).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Accountability, *Educational Finance, *Evaluation Needs, *Financial Policy, *Higher Education, Income, Information Needs, Institutional Characteristics, *Institutional Evaluation, Needs Assessment, *Public Policy, Research Needs, Statewide Planning
Identifiers-Institutional Survival

Important issues and technical problems related to assessing the financial health of colleges and universities are described, along with implications of financial health assessment for state policy-making. It is proposed that a distinction be made between the assessments of financial health and program success. Other issues that should be addressed are as follows: the risks faced by institutions that seem viable; whether the financial assessment is to involve aggregate institution or individual institution data; the need to consider public and private institutions separately; and whether the assessment will be long- or short-run. The main and most persistent technical problem for financial assessment of institutions is obtaining relevant and reliable financial data. Information is needed on the impact of law suits ad government regulations, the stability of revenues, the expenditure of current income for capital renewal and replacement, the institution's credit line, and its ability to handle debt service costs and to cover current liabilities in the short-run with cash and near cash. Research questions for the future may include: When is financial stress no longer a management problem but a public issue? When and how does public policy affect institutional financial health unequally so as to threaten financial distress? How can the uncertainty or certainty of revenues be identified and measured? What is the long-run capital funding outlook for higher education? (SW)

ED 224 499 IR 050 040

A Report to the Florida Legislature on Developing a Florida Information Resource Network (FIRN).

Florida State Dept. of Education, Tallahassee.

Pub Date-Jan 82

Note-93p.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Charts, Computers, Databases, *Data Collection, Diagrams, Elementary Secondary Education, Government School Relationship, *Information Networks, Management Information Systems, Online Systems, Program Development, Public Schools, *Recordkeeping, *School Districts, State Aid, *State Departments of Education, State Programs, Telecommunications

Identifiers-*Computer Networks, Education Data Elements Dictionary, *Florida Information Resource Network

In response to a legislative proviso, this project report presents an introductory development plan for the Florida Information Resource Network (FIRN), which is designed to connect Florida's public schools, school districts, Department of Education (DOE), and Legislature as part of a statewide online interactive educational data retrieval and reporting system. Major sections of the report discuss legislative and DOE activities related to FIRN, current and future levels of functional computing capability in Florida's educational system, and 5-phase FIRN implementation program, and FIRN's anticipated costs. The timing of implementation phases; advisory, policy and staff considerations; security and privacy issues; and proposed methods of evaluation are briefly described. A technical summary of hardware, software, and system configurations in different FIRN implementation stages is provided. Appendices contain diagrams of the management information system model used by Florida's educational information community, and the hierarchy of that community; a list of current computing capabilities of the individual Florida school districts; a draft data element dictionary for FIRN including student, program, staff, and finance elements; and two documents related to available computer network technology and DOE approval of school district data collection activities. A list of FIRN benefits and a glossary are included. (ESR)

ED 224 576 PS 013 244

Givens, Patricia

Two Measurements Used for Evaluating Student Learners in a Laboratory Child Development Program. Specifically: Art Area-Science Area.

Pub Date-79

Note-123p.; Master's Project Essay, Wayne State University. Not available in hard copy due to marginal legibility of original document.

Pub Type- Opinion Papers (120) - Tests/Questionnaires (160) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Accountability, Art Education, *Child Caregivers, Competency Based Education, *Feedback, *High School Students, Laboratory Schools, Measurement Objectives, *Measures (Individuals), Nursery Schools, Rating Scales, Science Education, Secondary Education, *Student Evaluation, Training, *Vocational Education

This document provides measurement devices to help meet the needs of student learners for feedback on teaching behavior and the requirements of supervising teachers for information about student performance. (The term student learners'' as used here refers to high school students being trained in a laboratory program.) A master's project essay, the document also includes discussions of the provision of accurate feedback to student learners and the significance and ramifications of performance-based education. This discussion is followed by a summary statement of the philosophy and theoretical background which guide work with preschool children and student learners in the laboratory program. Also included in the essay is a two-part review of pertinent literature focusing on (1) the importance of feedback to the student learner and its relationship to accountability and competency-based education and (2) available measurement devices and elements to be considered when developing a measure. The body of the paper describes the program, setting, and course, reviewing course objectives formulated to guide the development of measures. Appendices include the measures devised, as well as other related materials. (RH)

ED 224 711 SE 039 832

Science and Engineering Education and Manpower. Hearing before the Subcommittee on Science, Research and Technology of the Committee on Science and Technology. U. S. House of Representatives, Ninety-Seventh Congress, Second Session. Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

Pub Date-Feb 82

Note-145p.; Some pages are of marginal legibility.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-College Science, *Engineering Education, Engineers, *Federal Aid, *Federal Legislation, Federal Programs, Financial Support, Hearings, Higher Education, Human Capital, Industry, *Labor Force, Program Budgeting, Program Effectiveness, *School Business Relationship, *Science Education, Scientists

Identifiers-Congress 97th, National Science Foundation

This document is a transcript of hearings held in Pittsburgh, Pennsylvania (February 11, 1982), which focused on the National Engineering and Science Manpower Act of 1982,'' H.R. 5254. The bill, introduced into Congress by Doug Walgren and Don Fuqua, would establish a fund to develop United States technical, engineering, and scientific manpower resources. Money would be spent from the fund on a one-to-one matching basis with other money provided by private industry. The money would be available for fellowships, instructional equipment, salaries of teachers, or other costs of solving the manpower problem. The bill would provide $50 million for the fund in its first year of operation. Following introductory remarks by Congressman Walgren, transcripts of testimony presented as the hearings are provided. This testimony focuses on the manpower bill and on issues related to the impact of reductions in Federal programs supporting science and engineering education on universities and industry, especially in the Pittsburgh area. The need for a technologically scientifically literate society and continued National Science Foundation (NSF)-supported programs/projects are among the issues addressed. (Author/JN)

ED 224 809 TM 820 745

Turlington, Ralph D.

Modifying NAEP to Meet State Needs: The Florida Perspective.

Pub Date- 82

Note-20p.

Pub Type- Reports - Evaluative (142) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Academic Achievement, *Academic Standards, Curriculum Development, *Educational Assessment, Educational Quality, Elementary Secondary Education, *Evaluation Needs, *State Programs, Testing Programs, *Test Interpretation, Test Use

Identifiers-*Florida State Department of Education, *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) was initiated in the mid-1960's to collect student achievement information over time and describe the data in ways meaningful to the nation's educational and civic leaders. This work presents the Florida perspective on how NAEP can be improved to aid educational decision-makers in the individual states. To produce a comparison of Florida and the nation, the Florida Department of Education conducted a replication of the NAEP testing program in the school year 1974-75. The conclusions could only reveal that Florida was above or below the national average. No one could say whether the national performance was good or bad because NAEP had no performance standards. No one could establish areas of academic need because skill competency levels were not defined and because NAEP procedures did not include the interpretation of the data. Alteration of the NAEP design for greater program impact includes (1) establishing what constitutes acceptable student performance; (2) interpreting the assessment data; (3) strengthening the relationship between NAEP and the individual state assessment programs; and (4) exerting more effort to have curriculum developers use the data. (Author/PN)

ED 224 321 FL 013 357

Lopez-Criado, Fidel

Spanish for Business: Beyond the Classroom Experience.

Pub Date-82

Note-10p.; Paper presented at the Eastern Michigan University Conference on Spanish for Bilingual Careers in Business (Ypsilanti, MI, March 18-20, 1982).

Available from-Not available separately; see FL 013 333.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Business, *Business Education, College Second Language Programs, Course Content, Higher Education, *Internship Programs, *Languages for Special Purposes, *Spanish

Identifiers-Rollins College FL

The instructional approach of the Spanish for business course at Rollins College is described. The three-part approach includes (1) classroom instruction on business behavior in the Hispanic world, (2) the application of vocabulary and terminology, and (3) placement of students as unpaid interns in the international departments of local businesses. At the end of the term, students can be placed with companies in Latin America or Spain. The classroom portion of the course centers around group business simulation projects that provide practice in business functions, documents, and correspondence. Student interns are expected to both observe and participate in company operations for 3 to 10 hours weekly. Each week concludes with classroom discussions of their experiences. Local businesses have been highly cooperative in providing the internships because of their awareness of the need to train prospective employees. Several students have been offered permanent employment with the host companies. (RW)

ED 224 342 FL 013 388

Shafer, Susanne
Bilingual Education for Guest Workers.
Pub Date-82
Note-37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Access to Education, *Acculturation, *Bilingual Education Programs, Bilingualism, Cultural Pluralism, Elementary Secondary Education, Ethnic Groups, Foreign Countries, *Foreign Workers, German, Immigrants, *Language Maintenance, Migrant Workers, Minority Groups, Multicultural Education, Refugees, *Second Language Instruction, Social Integration
Identifiers-*Sweden, *West Germany

Bilingual education programs in West Germany and Sweden for the children of foreign workers are described. The 4.5 million foreign workers come particularly from Turkey, but also from other southern European countries, from other member nations of the European Economic Community, and from Asia and Latin America. Some are immigrants, some political refugees, and some temporary migrant workers. The following school programs are directed to the children: transitional programs of German as a second language, maintenance bilingual programs, and bilingual/bicultural programs that follow the curriculum of schools in the foreigner's country of origin. German is then taught as a foreign language. In the first instance, the goal is assimilation of the foreign worker's child, while in the second case, it is acculturation; and in the third, eventual repatriation. It is suggested that segregated classes for these children interfere with social integration, and that the weak educational background, especially of Turkish children, and their cultural and linguistic differences interfere with scholastic achievement. These students fail to qualify for postsecondary vocational programs and frequently remain unemployed on leaving school at age 15, the end of compulsory schooling. Sweden has initiated new programs for foreign workers' children. Schools are to offer bilingual/bicultural education to ensure equality of educational access for these children and to preserve their freedom of choice as to where they will eventually reside. (Author/SW)

ED 224 359 HE 015 620

Elsworth, Gerald And Others

From School to Tertiary Study: Transition to College and University in Victoria. ACER Research Monograph No. 14.

Australian Council for Educational Research, Hawthorn.
Spons Agency-Australian Tertiary Education Commission, Canberra.
Report No.-ISBN-0-85563-241-0
Pub Date-82
Note-147p.
Available from-Australian Council for Educational Research Ltd., Frederick St., Hawthorn, Victoria 3122, Australia.
Pub Type- Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Aspiration, Articulation (Education), *Attendance Patterns, Case Studies, *College Applicants, *College Bound Students, *College Choice, College Entrance Examinations, Decision Making, *Enrollment Influences, Expectation, Foreign Countries, Full Time Students, Higher Education, Institutional Characteristics, Models, Part Time Students, Student Characteristics
Identifiers-*Australia (Victoria)

A study of the transition of students to higher education in Victoria, Australia, is reported based on data supplied by the Victorian Universities Admissions Committee (VUAC), a mail survey of 1,300 applicants in 1980, and a series of extended interviews with a small number of applicants. A basic causal model for enrollment decisions (college choice and part- or full-time enrollment), and five elaborations on the model using data provided by VUAC are presented. These elaborations focus separately on the students' place of residence, performance on the Higher School Certificate examination, preference level of the final offer of courses made to the applicants, the type of institution making the offer, and type of course (discipline) offered. A final model incorporating the last three variables is then constructed. Detailed analysis of the individual, joint, and interactive effects of parental social status and ethnic background and the mediating and direct effects of the social-psychological factors using the survey data follow. The final chapter focuses on deferring and declining the final course offers, and summarizes the variables' effects on the students' enrollment decisions. Brief case studies are introduced for illustration. (MSE)

ED 224 537 JC 830 015

McNeil, Don W.

A Comparison of the Effectiveness of Two Individualized Study Techniques: Audiocued and Reading.

Pub Date-9 Dec 82

Note-51p.; Graduate seminar paper, University of Hawaii.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Audiotape Recordings, *Aural Learning, Community Colleges, *Independent Study, *Intermode Differences, *Library Instruction, Pamphlets, Reading Achievement, Two Year Colleges

Identifiers-University of Hawaii Leeward Community College

In 1982, a study was conducted to compare the effectiveness of the two individualized learning techniques used in the library instruction unit taught at Leeward Community College's library. Specifically, the study sought to determine whether there was a significant difference in the library instruction unit post-test scores of those college freshmen who selected either a self-instructional pamphlet and workbook or an audiotape and workbook. Because only eight students used the audiocued instructional format for all four sections of the unit, while 111 students consistently used the reading instructional format, comparisons were made on the test scores of an unduplicated sample of students for each section of the unit. A t-test for independent samples was used to compare post-test scores. In addition, students' Nelson Denny reading test scores were analyzed to determine differences in the groups, and 17 students who had switched formats were surveyed for their reasons. The study revealed: (1) there was no statistically significant difference between the reading and audiocued groups on either their unit post-test scores or their Nelson Denny reading test scores; and (2) students tended to switch from the audiocued instruction to the reading format because they found the booklet more time-efficient to use or the tapes difficult to understand. The study report cites research comparing audiocued and reading instruction and includes the questionnaire. (AYC)

ED 224 556 PS 013 039

Your School Records: Questions & Answers about a Set of Rights for Parents & Students. (Revised and Updated Edition).

Children's Defense Fund, Washington, D.C.

Pub Date-Sep 81

Note-17p.

Available from-Children's Defense Fund, 1520 New Hampshire Ave., N.W., Washington, DC 20036 (Paper, $1.10; 10-19 copies, 10% discount; 20-99 copies, 20% discount; 100 or more, 25% discount).

Pub Type- Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-Early Childhood Education, Elementary Secondary Education, *Federal Legislation, Guidelines, Higher Education, Postsecondary Education, *School Responsibility, *Student Records, *Student Rights

Identifiers-Family Educational Rights and Privacy Act 1974, *Parent Rights

The ways in which parents and students can exercise their rights under the Family Educational Rights and Privacy Act are discussed in this booklet. The Act, also known as the Buckley Amendment, gives all parents and guardians of students under 18 years of age and all students who are over 18 or who attend postsecondary schools the right to see, correct, and control access to student records. The records specified in this regard are only those which are personally identifiable'' (in other words, records that contain the student's name, social security number, student identification number, or other data that make them traceable to the student). Under the provisions of the law, schools are required to establish written procedures to carry out the rights this law establishes, and the Department of Education is required to see that they do. Procedures for gaining and controlling access to records and for making corrections in them are specified. Also indicated are procedures to follow if schools refuse access to records or release information without the student's consent. Concluding material provides a list of resource groups for students with problems or questions concerning their rights under the Act. (RH)

ED 224 614 PS 013 298

Nauta, Marrit And Others
Evaluation of the Child and Family Resource Program (CFRP). Phase II Report. Volume I: Research Report.
Abt Associates, Inc., Cambridge, Mass.
Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Report No.-AAI-79-145
Pub Date-25 Feb 80

Contract-HEW-105-79-1301
Note-356p.; For related documents, see PS 013 238 and PS 013 294-303.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC15 Plus Postage.
Descriptors-*Delivery Systems, Early Childhood Education, *Family Characteristics, *Family Involvement, *Family Programs, Federal Programs, Health Services, Locus of Control, Longitudinal Studies, *Low Income Groups, Parent Child Relationship, *Program Effectiveness, Program Evaluation
Identifiers-*Child and Family Resource Program, Developmental Continuity, Impact Studies, Project Head Start

This volume, third in a series evaluating the Child and Family Resource Program (CFRP), provides an overview of the evaluation, documents the first 6 months of the study, and examines initial program impact on families. Chapter 1 briefly summarizes the design of the CFRP evaluation and addresses the issues of sample selection and attrition, data collection procedures, and analytic strategies. In chapter 2, profiles are presented of the participating families and children. Chapter 3 provides a brief overview of program services along with a profile of CFRP staff, additionally examining the relationship between the CFRP staff and families, families' and staff's expectations, and the extent to which the views of staff and families were congruent. The impact of the CFRP on families and infants after 6 months of program participation is the focus of chapter 4. Also described in this chapter is preliminary program impact in relation to changes in four outcome domains: (1) family circumstances (i.e., employment, education, income, housing, and so on), (2) maternal and child health, (3) parent/child relationships and interaction, and (4) family capacity for independence (use of community resources, locus of control and coping strategies, and affiliation with family and social networks). Finally, chapter 5 presents preliminary conclusions of this phase of the CFRP evaluation and gives recommendations for the future direction of evaluation. Related materials are included in six appendices. (MP)

ED 224 652 RC 013 706

Persons of Spanish Origin in the United States: March 1980 (Advance Report). Population Characteristics, Current Population Reports. Series P-20, No. 361.

Bureau of the Census (DOC), Suitland, Md. Population Div.
Pub Date-May 81
Note-8p.; For related document, see ED 158 953.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Series P-20, No. 361, $1.00).
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Age, *Census Figures, Cubans, *Demography, Employment Level, *Ethnic Origins, *Hispanic Americans, Income, Mexican Americans, National Surveys, Population Trends, Puerto Ricans, Residential Patterns, *Socioeconomic Background, Tables (Data)

The Bureau of the Census collected information on age, residence, employment status, occupation, and income in March 1980 as a supplement to its monthly Current Population Survey. Data indicated that in March 1980 there were about 13.2 million persons of Spanish origin in the United States. Of these, there were about 60% of Mexican origin, 14% of Puerto Rican origin, 6% of Cuban origin, 8% of Central or South American origin, and about 12% of other Spanish origin. About 84% of all Spanish-origin families resided in metropolitan areas. The median age of Hispanic persons was 22 years. About 13% of the Spanish-origin population was under 5 years of age and about 4% were 65 years old and over. About 5 million Spanish-origin persons were in the civilian labor force. The unemployment rate for Spanish-origin persons was higher (8.9%) than that for non-Spanish persons (6.5%). Only about 9% of Spanish-origin persons were working in professional occupations, 24% worked as operatives, and abut 3% were employed as farm laborers. The median income in 1979 was $14,600 for Hispanic families and $20,000 for non-Spanish origin persons. Differences in family income were also evident in 1979 by type of Spanish origin. (NQA)

ED 224 691 SE 039 730

Moser, James M. Carpenter, Thomas P.

Using the Microcomputer to Teach Problem-Solving Skills: Program Development and Initial Pilot Study. Report from the Project on Studies in Mathematics. Working Paper No. 328.

Wisconsin Center for Education Research, Madison.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Jul 82
Note-73p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Addition, Computer Programs, Computers, Educational Research, Educational Technology, *Elementary School Mathematics, *Grade 1, Mathematics Instruction, *Microcomputers, Primary Education, *Problem Solving, Subtraction
Identifiers-*Mathematics Education Research, *Word Problems

This document reports on the initial phase of a project investigating how to relate formal mathematical representational and problem solving skills to informal strategies that children naturally invent to solve simple addition and subtraction problems. A program was developed that allows pupils to solve word problems on a microcomputer. A pilot study was carried out with four first-grade children. The subjects were individually instructed for a series of nine 20-minute lessons. The results of the study indicated that the program is effective in teaching representational and problem-solving skills. Before instruction, the subjects consistently wrote incorrect sentences for incorrect problems and generally did not use their number sentences for their solutions. Following instruction, three of the four children consistently used number sentences to solve a wide variety of addition and subtraction problems. It is concluded that further investigation seems warranted, and that this pilot investigation suggests that microcomputers can have important roles in instruction. (MP)

ED 224 730 SO 014 356

Lafontaine, Edward

Forms of False Consciousness Among Professional Women.

Pub Date-Sep 82

Note-18p.; Paper presented at the Annual Meeting of the American Sociological Association (77th, San Francisco, CA, September, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Employed Women, Feminism, Minority Groups, *Professional Occupations, *Sex Discrimination, Social Science Research, *Work Attitudes

Professional women tend to interpret sex discrimination as a result of victimization against an individual rather than an assault against a minority group. A total of 140 women in engineering, science, and management completed a forced-choice questionnaire concerning the personal and professional treatment of women subjects by male and female professionals. Specific areas addressed included the informal division of daily management responsibilities, the allocation of power and opportunity as reflected in job assignments, and types and frequency of sexual harassment. The majority of women surveyed failed to acknowledge sexism as debilitating. Specifically, they believed that social and legal remedies for sex discrimination have been achieved. Most felt they avoided discrimination by being professional, becoming one of the boys,'' and displaying a sense of humor about women's jokes. The achievement of equality for any group is contingent upon the recognition that the group as a whole is the object of discrimination and an understanding of the objective, ideological, and institutional character of oppression. However, the women surveyed held none of these perceptions and firmly denied the minority group status of women. (Author/KC)

ED 224 772 SP 021 314

Miller, Peter V. Beauchamp, Larry S.

A Proposed Conceptual Framework for Curriculum Design in Physical Fitness.

Pub Date- 76

Note-23p.

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Affective Objectives, Cardiovascular System, *Curriculum Design, Elementary Secondary Education, Exercise, Foreign Countries, *Holistic Approach, *Integrated Activities, Life Style, Motor Development, Movement Education, *Physical Education, *Physical Fitness, Physical Health

Identifiers-Canada

A physical fitness curriculum, designed to provide cumulative benefits in a sequential pattern, is based upon a framework of a conceptual structure. The curriculum's ultimate goal is the achievement of greater physiological efficiency through a holistic approach that would strengthen circulatory-respiratory, mechanical, and neuro-muscular efficiency. These components of the fitness curriculum are illustrated in the framework by thinking, feeling, and acting components, involving: (1) a knowledge of what physical fitness entails in terms of physiological efficiency; (2) an understanding of the necessity of applying the knowledge of physical fitness in day-to-day life; and (3) a realization of the necessity of movement in physical fitness. The model of this conceptual structure is divided into three parts: physiological concepts, psychosocial concepts, and activities concepts. Diagrams illustrate each of these concepts with accompanying outlines of the subconcepts implicit in each; training results emerging from designated physical activities; and the long-term beneficial physical changes resulting from extended participation. (JD)

ED 224 791 SP 021 543

Wright, Alan N.

The Effects of High Adventure Activities on Adolescent Self-Concept: A Comparison of Situationally Specific Self-Concept Measurements and Global Self-Concept Measurements.

Pub Date-82
Note-36p.; Paper presented at the National Convention of the American Camping Association (1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adolescents, *Adventure Education, *Attitude Change, Camping, Risk, Secondary Education, Secondary School Students, *Self Concept, Self Concept Measures, *Self Esteem, Self Evaluation (Individuals)

Changes in adolescents' self concept as a result of participation in a camping program were studied. Subjects were 57 males and females, aged 14-18, who spent 9 weeks with the Man and His Land program, travelling on eight camping expeditions. Three hypotheses were tested through pre-, mid-, and posttests: (1) Differences would be shown in pre- and posttest global self-concept and self-esteem measures; (2) Differences would be seen between global prettest and situationally specific midtests; and (3) A relationship would exist between pre- and posttest global self-concept and the situationally specific self concept measures gathered at the midtests. Global self-concept was assessed before and after the program through the Adjective Check List (ACL) and the Tennessee Self Concept Scale (TSCS). Midtests were conducted, using the ACL at three points during the program, to measure self concept at specific program junctures. Significant improvement was found in the posttest scores of the TSCS. Analysis of the ACL showed that most of the scales shifted positively from pre- to posttest. Four patterns of adjective use were discerned, three of which reported positive results in the areas of goal direction and task oriented behaviors and attitudes. (FG)

ED 224 830 TM 830 023

Blackburn, James A.

The Influence of Personality, Curriculum, and Memory Correlates on Formal Reasoning in Young Adults and Elderly Persons.

Pub Date- 80

Note-16p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Development, Age Differences, *Cognitive Processes, *College Students, Curriculum, Developmental Stages, Memory, *Older Adults, Personality, Sex Differences, Specialization

Identifiers-College Educated, *Formal Operations, *Piagetian Theory

The effects of age, sex, and curriculum upon the cognitive performance of 20 college students and 20 college-educated elderly individuals were examined. Young adult participants (M 20.55) and elderly participants (M 67.85) were given a battery of formal operational tasks, a measure of field independence/field dependence, a short-term memory measure, and a measure of tolerance of ambiguity. Results of analyses of variance and covariance indicated a lack of significant age differences on any of the measures of formal reasoning. However, gender and curriculum were significant predictors of cognitive performance for both cohort groups. These results suggest that within the sample, formal operational thought abilities are present. Perhaps the present study will call additional attention to the impact of life experience (i.e., curriculum specialization and lifelong learning), years of education, and gender on the development of formal operational thought in the adult and aging years. (Author/PN)

ED 224 375 HE 015 638

Christal, Melodie E. Hector, Henry

Faculty Retention in the Florida State University System: Implications for Policy.

Pub Date-1 Oct 80

Note-27p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Academic Rank (Professional), *Age Groups, *College Faculty, Employment Opportunities, *Employment Patterns, Faculty Mobility, Higher Education, Minority Groups, Personnel Policy, Professors, *State Colleges, Teacher Employment, *Teacher Persistence, Teacher Retirement, Teacher Salaries, Teacher Supply and Demand, Tenure

Identifiers-*Florida State University System

Retention rates of professors, associate professors, and assistant professors in the Florida State University System (SUS) for 1977-1978 and 1978-1979 are analyzed. Separate retention rates for each rank by tenure status and age group are presented. The nontenured assistant professors have the lowest retention rates (about 85 percent for both time periods). Data are presented on the total number of new positions to be filled by both the SUS faculty within the system and faculty who could be hired from outside. It is only at the assistant professor level where it becomes possible to hire a sizeable number of new faculty from outside the SUS. Using the age categories established by the American Association of University Professors (AAUP), it is suggested that the the Florida SUS faculty is a ``mature'' faculty. As the older and more expensive SUS faculty retire, they will be replaced by less expensive younger faculty. The data suggest that there will be adequate annual retirements to keep a steady tenure ratio, adequate number of positions available for hiring young faculty, and no increased compensation costs due to an aging faculty. Although the turnover rate is sufficient for the entire SUS, it may not approximate the faculty turnover rate at each of the nine universities. It is suggested that an early retirement policy might have some merit if it were designed to achieve specific goals at the various institutions. It is proposed that a projected modest growth in new positions over the next 5 years will reduce the system's chance of increasing minority representation at the tenured professor and associate professor level in a short period of time, unless minority faculty are hired at the tenured full and associate levels. (SW)

ED 224 424 HE 015 750

Instructional Development Ways and Means. Teaching Evaluation Resources or When Student Ratings Aren't Enough.''

North Dakota Univ., Grand Forks. Office of Instructional Development.

Pub Date-82

Note-23p.; For related documents, see HE 015 749-753.

Available from-Office of Instructional Development, Box 8161, University Station, Grand Forks, ND 58202.

Pub Type- Guides - Classroom - Teacher (052) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Observation Techniques, *College Instruction, *Evaluation Methods, *Faculty Evaluation, Feedback, Higher Education, Instructional Development, *Instructional Improvement, Observation, Peer Evaluation, Questionnaires, Rating Scales, *Records (Forms), Self Evaluation (Individuals), Student Evaluation of Teacher Performance, Teacher Effectiveness, Teaching Guides, Teaching Methods

Materials and approaches that college faculty can use to evaluate their instruction are described. This guide, prepared by a University of North Dakota (UND) faculty task force, describes new instruments, guidance for developing forms, ideas for interviewing and observing students, and suggestions for other approaches, including self-evaluation, peer evaluation, and the use of expert observers. Specific instruments and procedures for eliciting student evaluations of instruction consist of the following methods: written feedback provided by some form or instrument, feedback provided by conversation or observation, and feedback inferred from student performance in a course. It is suggested that Teaching Analysis by Students (TABS) is the best comprehensive instrument available for getting feedback from students. The UND faculty task force has assembled a set of forms, each specific to a particular teaching method (e.g., lecture, seminar/discussion, laboratory, and studio). Other forms cover teacher preparation, demonstration, and questioning; and the range of teaching materials. A 148-item catalog is also available to help faculty create their own forms. In addition, an overall strategy for eliciting student feedback is considered. A general procedure for gaining feedback from colleagues, peer evaluation forms/checklists, and self-evaluation instruments developed by higher education institutions are described. (SW)

Froke, Marlowe, Ed. And Others
Telecommunications and Higher Education. Occasional Paper No. 3.
Pittsburgh Univ., Pa. Inst. for Higher Education.
Pub Date-81
Note-101p.
Available from-Institute for Higher Education, University of Pittsburgh, Forbes Quadrangle, Pittsburgh, PA 15260 ($5.00).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adoption (Ideas), Change Strategies, *Decision Making, Educational Innovation, *Educational Trends, *Higher Education, Institutional Cooperation, Lifelong Learning, *Technology Transfer, *Telecommunications

The first of the three papers which set the theme for this monograph on telecommunications is an examination of the implications of telecommunications developments for the learning society by Michael B. Spring. Marlowe Froke then looks at telecommunications development in institutions of higher education and discusses institutional change that might allow effective use of the new technology. Finally, Walter Radzyminski addresses the opportunities and obstacles higher education will need to consider in deciding whether or not to use cable telecommunications technology in planning for institutional futures. Several respondents provide formulated statements reacting to one or more of the initial three papers. These responses include perspectives from the cable industry, from a small university's telecommunications efforts, and from the development of a 10-institution consortium agreement. Other topics covered are the commitments necessary to participate in the telecommunications revolution, issues and trends considered in the principal papers, life-long learning issues, and institutional considerations. John C. Weidman provides a summary of the monograph and makes some concluding observations. (Author/LMM)

ED 224 479 IR 010 562

Ignatz, Mila E.

Word Problem Solving with the Apple II.

Pub Date-82

Note-13p.; Paper presented at the Florida Instructional Computing Conference (Orlando, FL, 1982).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Computer Assisted Instruction, *Computer Programs, Elementary Secondary Education, *Instructional Materials, *Mathematics Instruction, *Microcomputers, *Problem Solving, Program Evaluation, Ratios (Mathematics)

Identifiers-Apple II

The aim of this project was to develop computer programs that will provide training in the use of a strategy for solving word problems in everyday mathematics. The strategy includes (1) classifying the problem by type, according to problem characteristics such as symbols, diagrams, relevant formulas, and arithmetic operations; (2) identifying the unknown; (3) identifying the data, and the relationship between them; (4) constructing a representation of the situation; (5) identifying the conditions, if any; (6) carrying out the solution steps; and (7) checking the result. Seventeen modules were developed on such topics as simple interest, sales tax, discounts, measurement, area and perimeter, and comparison shopping. A recordkeeping program was also developed. The complete set of project materials includes the microcomputer programs in five diskettes (for use with the Apple II Plus microcomputer), a teacher's guide, and a student booklet. The program was designed for use by general mathematics students from grades 6 to 12 and adults. Eleven references are listed. (Author/LMM)

ED 224 518 JC 820 566

Williamson, Debra B.

Research Findings of Employer Needs Assessment Survey.

Florence-Darlington Technical Coll., Florence, SC.

Pub Date-81

Note-63p.; Prepared by the Research Unit.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-College Planning, *Educational Needs, *Employer Attitudes, Employment Opportunities, Employment Practices, Job Training, Occupational Surveys, On the Job Training, Questionnaires, *School Business Relationship, Technical Institutes, Two Year Colleges

In spring 1981, Florence-Darlington Technical College (FDTC) conducted a needs assessment survey of employers in Darlington, Dillon, Florence, and Marion Counties in South Carolina to collect information that would allow the college to respond more positively to employment and training needs in its service area. The study sought to encourage greater communication with local industry; to determine discrepancies between employment needs and FDTC's programs; to solicit input for determining educational priorities; and to gather opinions and ideas that would be useful in revising programs. A total of 174 firms, employing 30,467 workers, were surveyed. Study findings, based on responses from 70% of the firms and on subsequent on-site interviews with 26 large companies employing more than 250 workers, indicated: (1) 89% of the respondents were familiar with programs at FDTC; (2) 77% reported that they seldom or never employed FDTC graduates, though 92% indicated that they would be willing to do so; (3) 67% felt that job opportunities in their firm for FDTC graduates were good or very good; (4) FDTC training was considered to adequately prepare graduates for their jobs by 88% of the employers who rated the training; and (5) the skills perceived by the employers as most necessary for FDTC graduates were ability to operate and take care of equipment, and a knowledge of safety habits. Employers' recommendations for program improvement and the survey instrument are included. (HB)

ED 224 596 PS 013 267

Maxwell, Joan

Day Care: The Role of Washington-Area Local Governments.

Greater Washington Research Center, Washington, DC.

Pub Date-Jul 82

Note-34p.

Available from-Greater Washington Research Center, 1717 Massachusetts Avenue, N.W., Suite 403, Washington, DC 20036-2076 (Paper, $4.00).

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-After School Day Care, Certification, *Day Care Centers, Demography, Early Childhood Education, Employed Women, *Family Day Care, Family Income, *Federal Aid, *Government Role, Information Services, Local Government, *Metropolitan Areas, Referral, Tables (Data)

Identifiers-*District of Columbia

Part of continuing background research on local government, this report estimates the number of children in day care in the Washington, D.C., area and supplies basic data on the role local governments in this region play in day care provision. The text consists mainly of 15 tables of data, several of which are based on interviews with local officials; in most cases, these provide figures for each of the area's six central jurisdictions District of Columbia, Alexandria (Virginia), Virginia counties of Arlington and Fairfax, and Maryland counties of Montgomery and Prince Georges. The first four tables provide, for comparative purposes, information about numbers of women working, children residing within the area, children with working mothers, and children in day care. The next six tables focus on several dimensions of subsidized day care. The final five offer data concerning provision of before- and after-school care, the regulation of family day care, the number of day care centers, and centers' total licensed capacity, as well as government-sponsored child care information and referral services. The text of the report expands on and interprets the tabulated data. Also included are a summary of findings, a list of some unresolved questions, and three appended tables concerning regulations for smaller and larger family day care homes and for the distribution of children ages 0 through 4 years and 5 through 13 years across the six jurisdictions. (RH)

ED 224 671 RC 013 726

Walker, Mary And Others

Community Assessment, Health Care, and You: A Handbook for the Concerned Citizen.

Texas Univ., Austin. School of Nursing.

Spons Agency-Meadows Foundation, Dallas, Tex.; Moody Foundation, Galveston, Tex.; Richardson (Sid W.) Foundation, Fort Worth, Tex.

Pub Date-Sep 82

Note-38p.; Prepared by the Texas Rural Health Field Services Program.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Check Lists, *Community Action, *Community Health Services, Community Involvement, Community Planning, Community Surveys, Data Collection, Guidelines, *Health Needs, *Needs Assessment, Public Opinion, Questionnaires, *Rural Population

The handbook, intended for rural citizens seeking to improve health care in their communities, concentrates on assessment of community health care. Sections cover four steps of the community assessment process, i.e., self preparation, organization, community identification of problems and goals, and community action plan development. Step One: Self Preparation,'' contains six activities addressing the community, its citizens, and health services. Step Two: Organization,'' provides two activities dealing with eliciting participation from the community, organizing Core Action Groups, and convening the first community meeting. Step Three: Community Identification of Problems and Goals,'' contains six activities aimed toward getting as much advice from the community as possible. Step Four: Action Plan Development,'' contains four activities addressing the development of goals and a plan of action for dealing with community health services. Each of the four sections contains a checklist and a set of questions pertinent to the materials covered in the section. Appended is the Data Outline for Community Health Assessment'' instrument. (AH)

ED 224 751 SO 014 412

Morrison, Harriet

Privatism and Pluralism: Some Implications for Education from Selected Aspects of the Social Philosophy of Merleau-Ponty.

Pub Date-4 Nov 82
Note-22p.; Paper presented at the Annual Meeting of the American Educational Studies Association (Nashville, TN, November 4, 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Educational Philosophy, Elementary Secondary Education, *Ethical Instruction, Higher Education, *Humanistic Education, Individualism, *Interpersonal Communication, Personal Autonomy, *Self Actualization, *Socialization, Social Theories
Identifiers-*Merleau Ponty (Maurice), Pluralism

The philosophy of phenomenologist Maurice Merleau-Ponty, who views the individual and society as contributors to a dynamic, ambiguous process, is applicable to educational philosophy. Merleau-Ponty's concern with free men and their relationship to the world centers on his concept of self, others, intersubjectivity, and morality. The self's contact with the social represents the origin of truth; persons discover themselves only in the social milieu where subjectivity and objectivity meet. Intersubjectivity refers to the impenetrable private world inhabited by everyone. Although unique to the individual, intersubjectivity creates a unity in which individual dreams are forged into a common goal, e.g., freedom. Merleau-Ponty suggests that change occurs only through institutional structures, that morality stems from respect for others, and that virtue is an affirmation of a universal bond among all human beings. From his perspective, education would combine groups with diverse viewpoints in school-inspired activities which focus on communication. While encouraging change through institutions, educators would alert learners to the threat of bureaucracy to the creative mind. Moral education would focus on the dilemmas of the human condition with the concern of extending justice to all, especially the weak and disadvantaged. (KC)

ED 224 391 HE 015 655

Whitney, Edward N.

Increasing Minority Participation in Educational Research and Development in Local Educational Agencies: Needs, Issues, Options. A Perspective. Research Focus on Black Education.

Applied Urban Sciences, Inc., Baltimore, MD.; Baltimore City Public Schools, Md.

Spons Agency-American Educational Research Association, Washington, D.C.; National Inst. of Education (ED), Washington, DC.

Pub Date-Apr 77

Note-12p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University. The paper was also presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 1977).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Access to Education, Black Culture, Black Dialects, *Culture Fair Tests, Educational History, *Educational Research, Educational Testing, Elementary Secondary Education, *Evaluation Criteria, *Minority Groups, Racial Discrimination, *Researchers, School Districts, Standard Spoken Usage, Testing Problems, *Test Validity

The importance of developing culturally specific tests for black children is addressed, along with the overall issue of whether a criterion used to discriminate among groups is valid for the population for which it is used. In addition, a brief historical review illustrates accessibility to full participation of citizens and noncitizens of early civilizations as well as present-day performance on pencil-paper measures as a means to gain access to fuller benefits in society. An illustration of misuse of testing results was the use of Army data by C. C. Brigham (1923) to indicate the ability of immigrants from Southern and Eastern Europe. Data on recent Italian immigrants were used to indicate innate ethnic differences and there was no cross-tabulation by years of schooling or other relevant factors. A 1974 study (Robert Williams) measured the effects of test instructions written in black dialectical language and in standard English on the performance of black children during intelligence testing. Children who took the test representative of their cultural background scored significantly higher than the other group. It is suggested that a criterion will be enhanced if it is developed by the population for which the measure is designed, and that minorities engage in such research and evaluation activities. The design and use of the Pupil Evaluation Measure with prekindergarten children attending a federally funded program at Baltimore City Public Schools is also addressed. (SW)

ED 224 408 HE 015 718

Johnson, Glenn Ross Morris, Geneva

A National Survey of Curriculum Development: Biology Department Chairmen Perceptions Compared with Perceptions of Other Chairmen in State-Supported Colleges and Universities.

Pub Date- 82

Note-19p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Attitudes, *Biology, *College Instruction, Comparative Analysis, *Curriculum Design, *Department Heads, Departments, Educational Objectives, English, Higher Education, History, Individual Differences, *Individualized Instruction, Instructional Innovation, Mathematics, National Surveys, Questionnaires, State Colleges, Student Needs, Teaching Methods

The views of biology department heads concerning the state of the art in program development were surveyed. A random sample of 132 biology department heads in state-supported colleges and universities responded to questions focusing on program development and curriculum aspects. The responses were compared to those of English, history, and mathematics department heads. Findings include the following: over 50 percent of the biology departments were not engaged in experimentally testing small units of curriculum or courses prior to full implementation, while English departments were doing far more in this area of concern than were the other three departments; 64 percent of biology departments incorporated objectives in their curriculum efforts more than a small amount or to a great extent; 43 percent of the department heads in biology stressed individualized instruction, but only 26.5 percent of biology departments were accommodating for differences among students more than a small amount or to a great extent; English departments were doing more in the area of individualized instruction; over 83 percent of the biology departments used the straight lecture approach to teaching; and 15.2 percent of the biology departments were doing more than a small amount and 3.8 percent were doing a great deal to provide the time, consultants, inservice training, and financial resources to adequately attempt curriculum evaluation. Based on responses to other questions, it is recommended that a greater effort should be made to help faculty learn a variety of teaching strategies and a number of different ways to individualize instruction. More diagnostic testing of students is also recommended. A questionnaire is appended. (SW)

ED 224 500 IR 050 042

Daniel, Evelyn H.

Information Resources Management: An Overview for Educators.

ERIC Clearinghouse on Information Resources, Syracuse, N.Y.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No.-IR-58

Pub Date-81

Contract-NIE-400-77-0015

Note-56p.

Available from-Information Resources Publications, School of Education, Syracuse University, Syracuse NY 13210 ($4.25 plus $1.00 shipping and handling).

Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Opinion Papers (120) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Administrative Organization, Annotated Bibliographies, *Business Administration, Computers, Decision Making, *Educational Administration, Information Needs, Information Networks, Information Science, Information Services, *Management Information Systems, Organizational Communication, Schools

Identifiers-*Information Resources Management

This paper presents an overview of the emerging information resources management (IRM) concept and suggests reasons why IRM would be a useful framework for educational institutions. An introductory look at current information problems precedes a review of definitions of information and IRM in the literature, and a definition of IRM as used in this paper. There is a brief examination of the roots of IRM in libraries, information centers, and computer and telecommunications technologies. The human uses of information in the decision-making process are considered. A review of information processing in hierarchical organizations identifies approaches which either reduce the causes of information expansion or increase the organization's capacity to deal with greater amounts of information. Costs and benefits of each method and various roles and functions of information resource managers within organizations are discussed. Examples are drawn from both educational and business environments. The paper concludes with a list of 33 references, and a 35-item ERIC bibliography divided into sections covering the historical antecedents of IRM, the impact of information systems on education, assessments of information needs within education, specific applications of information technology in educational institutions, and other ERIC documents on information management. An ERIC author index is provided. (ESR)

ED 224 577 PS 013 245

Doubleday, Catherine Graham, Sandra

Children's Perceptions of Relations between Controllability and Anger, Pity, and Guilt.

Spons Agency-Spencer Foundation, Chicago, Ill.
Pub Date-Aug 82
Note-17p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Attribution Theory, *Childhood Attitudes, Cognitive Development, Elementary School Students, *Emotional Development, *Emotional Experience, *Locus of Control
Identifiers-Anger, Guilt, Pity

The purpose of this study is to identify developmental trends in children's understanding of pity, anger, and guilt by examining changes in their reasoning about the causes of these emotions. Specifically, relationships between perceived controllability of negative events and these three emotions were examined. A total of 120 children between the ages of 6 and 11, evenly divided by sex, were asked to recall personal experiences of pity, anger, and guilt and to rate the cause of each emotion on degree of controllability. (Guilt was included as a variable in the study because research with adults indicates this emotion is primarily elicited when causes of negative events are controllable.) Thus, pity/uncontrollability, anger/controllability, and guilt/controllability causal linkages were investigated. Children were interviewed individually by one of four female experimenters who adhered to an established script. Results indicate systematic relationships between pity/uncontrollability and anger/controllability among all age groups. In addition, a developmental increase was found in the linkage of guilt to controllable causes of negative events. Because of its closer link with outcome than with perceived controllability, guilt in young children, in contrast to pity and anger, is interpreted as being a qualitatively different and cognitively less complex emotion. (Author/RH)

ED 224 633 RC 013 687

Griffin, Elaine Opel, Kathleen

STARS (Secondary Training for Alaskan Rural Students): Communications. Draft Copy.

Kodiak Island Borough School District, Alaska.

Spons Agency-Alaska State Dept. of Education, Juneau.

Pub Date-Aug 77

Note-213p.; For related documents, see ED 180 679, and RC 013 685-686.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Alaska Natives, Answer Keys, *Communication Skills, Daily Living Skills, Form Classes (Languages), Grade 9, Grade 10, High Schools, *Instructional Materials, Language Arts, Punctuation, *Reading Skills, *Rural Education, Speech Communication, Spelling, Teacher Developed Materials, Vocabulary Development, Workbooks, Writing Exercises

Identifiers-*Alaska (Kodiak Island), *Secondary Training for Alaskan Rural Students

The STARS (Secondary Training for Alaskan Rural Students) materials resulted from extensive rewriting of the Vocational Adult Secondary Training (VAST) materials produced by the British Columbia Department of Education, after those materials had been used with the 9th and 10th grades on Kodiak Island. Revision was done by teachers who had been using the materials and by an experienced Alaskan curriculum materials consultant, and was done specifically for rural Alaskan students. The Communications'' guide provides materials for both the teacher and the student, but is to be used primarily by the student. The 11 units are comprised of 1 unit specifically on reading skills (parts of a book, reference skills, using the library, and reading maps, charts, and diagrams) and 10 units on vocabulary and spelling. The units on vocabulary and spelling cover parts of speech, punctuation, various kinds of writing exercises, oral communication, and personal business communications. Nine units conclude with a reading assignment and the final unit concludes with a short story writing assignment. Answer keys are supplied for the exercises. Illustrations are done with Alaskan motifs and unit exercises are based on Alaskan situations. (BRR)

ED 224 810 TM 820 811

Guay, Roland B. McDaniel, Ernest D.

The Relationship Between Spatial Abilities and Social-Emotional Factors.

Purdue Univ., Lafayette, Ind.

Spons Agency-Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

Pub Date-Aug 82

Grant-DAHC-77-G-0019

Note-13p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Activities, Anxiety, *Emotional Development, *Family Influence, Higher Education, Mothers, Parent Background, *Participation, Psychological Studies, Self Esteem, Sex Differences, *Social Experience, *Spatial Ability, Visualization

Identifiers-*Spatial Tests

A study designed to investigate the relationship between spatial ability and selected social and emotional variables is presented. With the total sample of students in a freshman psychology course, and with the 48 females and 45 males separately, the relationship was investigated between spatial ability and participation in, and enjoyment of, activities requiring spatial thinking; familial influences; self-reliance; parents' careers; or anxiety. Selected second-order combinations of these social-emotional characteristics and spatial ability were also examined. Three major types of spatial ability were investigated: one of spatial orientation and two of analytic spatial ability. The measures were the Shepard-Metzler Rotations Test, Form MA of the Revised Minnesota Paper Form Board Tests, and three tests from the Purdue Spatial Visualization Test Battery. The social-emotional measures were the Spatial Experience Questionnaire and the State-Trait Anxiety Inventory. The major findings for either sex or for one or more spatial tests were that higher spatial scores are associated with greater participation in spatial activities, greater mother influence, greater anxiety, and mothers in non-technical career areas. Main and second-order interaction effects are analyzed. (CM)

ED 224 831 TM 830 025

Choppin, Bruce

Latent Trait Models for Answer-Until-Correct Tests. Methodology Project.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Nov 82
Grant-NIE-G-80-0112
Note-55p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, *Computer Assisted Testing, Computer Programs, *Educational Testing, *Guessing (Tests), *Latent Trait Theory, Measurement Techniques, *Multiple Choice Tests, Research Methodology, Test Items
Identifiers-*Answer Until Correct, Rasch Model

The answer-until-correct procedure has made comparatively little impact on the field of educational testing due to the absence of a sound theoretical base for turning the response data into measures. Three new latent trait models are described. They differ in their complexity, though each is designed to yield a single parameter to measure student achievement. The simplest, a partial credit'' model, has a single difficulty parameter for each item. This model takes no account of the variations in distractor attractiveness from item to item, nor of which distractors were actually selected by the respondent. The second model treats the test as a sequence of distinct steps, each of which has a difficulty parameter. This method does not assume that all items have the same logical structure with regard to difficulty. It takes no account of which distractors are selected. The third model is an extension of the second. In this model, the step difficulty values for an item vary in terms of which distractors were previously selected. A technical manual describing software developed for an effective and efficient program for administering answer-until-correct tests using microcomputer systems is reported as Appendix 1. (Author/PN)

Schaub, Raymond

The International Cooperative Education Exchange Consortium of Eastern Michigan University.

Pub Date-82

Note-8p.; Paper presented at the Eastern Michigan University Conference on Spanish for Bilingual Careers in Business (Ypsilanti, MI, March 18-20, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

Document Not Available from EDRS.

Descriptors-*Business, *Business Education, Cooperative Education, Higher Education, *International Educational Exchange, *Internship Programs, Languages for Special Purposes, *Second Languages, Student Exchange Programs

Identifiers-Eastern Michigan University

Eastern Michigan University's International Cooperative Education Exchange Program provides 4-month foreign professional training assignments in Germany, France, or Spain for foreign language and Language and International Trade students. Potential student participants in the exchange program are evaluated on language proficiency, academic business and economics preparation, professional experience, personal qualifications, and residence. Of the 56 students who have participated in the exchange in 3 years, 50 have been evaluated and 48 have received positive reports from their employers. Students pay their own travel expenses and a fee to the university and are paid a stipend sufficient for living expenses. The associated universities and business firms in Europe are noted and described. Language departments at other U.S. universities also participate in the consortium in order to keep student participation at a steady rate. Plans are being made to expand the program and its corporate funding base. (RW)

ED 224 343 FL 013 389

Bernstein, Rosella
A Nontraditional Approach to ESL Instruction: Typewriting.
Pub Date-May 82
Note-15p.; Paper presented at the Annual Conference of the National Association for Foreign Student Affairs (34th, Seattle, WA, May 24-27, 1982).
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*English (Second Language), Interdisciplinary Approach, Learning Processes, *Second Language Instruction, Second Language Learning, *Teaching Methods, *Typewriting

An approach to the combination of typewriting instruction and English as a second language (ESL) instruction is described. A typewriting class can serve as a complement to ESL instruction while providing a useful skill. Incidental learning of both elements of language and the material being typed occurs while typing. An integrated program hypothesis is formulated that proposes an even more complex learning role for typing. A review of the literature supports the hypothesis that the subvocalizing and cognitive thought processes that occur while acquiring a language are also operative while learning to type. There is sufficient overlap between the two learning activities when presented simultaneously that there is mutual enhancement of the skills. The acquisition of typing skill passes through three stages: cognitive, associative, and autonomous. The language skills that can be taught during each of these stages and the practice materials used are discussed. Grammar classifications, comparative adjectives, homophones, phonological rules, the construction of paragraphs, the contextual use of language, and study skills can all be taught in an ESL typing class. The underlying philosophy of the approach is that the typewriter is an aid to ESL instruction rather than an end in itself, and that students will perform better if they believe that most of the language learning will occur automatically. (RW)

ED 224 360 HE 015 621

Linnell, Robert H., Ed.

Dollars and Scholars. An Inquiry into the Impact of Faculty Income upon the Function and Future of the Academy. Final Summary.

Spons Agency-Carnegie Corp. of New York, N.Y.
Report No.-ISBN-0-88474-106-0
Pub Date-82
Note-142p.
Available from-University of Southern California Press, ISSM Room 99, Los Angeles, CA 90089 ($8.00 paper, $12.00 casebound, bulk discounts).
Pub Type- Books (010) - Collected Works - General (020) - Reports - Research (143)

Document Not Available from EDRS.

Descriptors-Academic Freedom, *Administrative Policy, Codes of Ethics, *College Faculty, *Compensation (Remuneration), Consultants, *Ethics, *Faculty College Relationship, Federal Government, Financial Policy, Government School Relationship, Higher Education, *Income, Intellectual Property, Multiple Employment, Professional Continuing Education, Teacher Salaries
Identifiers-*Supplemental Income

The impact of faculty income on academe is examined in eight papers comprising the final summary report of the Ethical and Economic Issues Project of the University of Southern California. Ethical and Economic Issues Facing Academe in a Rapidly Changing Society'' (Robert H. Linnell) examines ethical dilemmas, faculty salaries, continuing education, and government support. The Ethics of the Academic Profession'' (Henry B. Clark and Kristine E. Dillon) focuses on accountability, professional autonomy, and faculty/college relationships. In Economics of the Academic Profession: A Perspective on Total Professional Earnings'' (Dillon), faculty characteristics, alternatives to traditional salary studies, and possible futures for faculty compensation are considered. Professional Activities for Additional Income: Benefits and Problems'' (Linnell) includes a classification of supplemental activities and university policy. The Educational Future: Policies for Continuing Education'' (Dillon) discusses continuing education and compensation policies, implications, and new directions. In Intellectual Property: Developing Equitable Policy'' (Linnell), university policies and practices, new federal legislation, new policy needs, institutional and individual goals, ownership, and income sharing are examined. Government Research Support: Impact on Ethical and Economic Issues'' (Linnell) discusses federal support and research quality, creativity and productivity quality, ethical and economic issues, and new directions for federal support. Conclusions are offered regarding consulting, outside professional activities, use of university materials, policy, institutional vendors, teaching for other institutions, and ethical and economic issues. (LC)

ED 224 442 HE 015 775

Lynch, Bonnie L.

Cooperative Learning in Inderdisciplinary Education for the Allied Health Professions.

Pub Date-Jun 82
Note-23p.; Paper presented at the Annual Meeting of the American Society for Medical Technology (Houston, TX, June 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Allied Health Occupations Education, *Cooperation, Course Evaluation, *Decision Making, Educational Innovation, Educational Research, Goal Orientation, Group Discussion, *Group Testing, Higher Education, *Interdisciplinary Approach, *Interpersonal Communication, Interpersonal Relationship, Student Attitudes, Team Training
Identifiers-*Group Consensus Examinations

The concept of cooperative goal structuring was examined, along with the effect of one cooperative learning technique (group consensus examinations) on the perceptions and achievement of college students. Cooperative goal structure exists when students perceive that they can obtain their goal only if the other students with whom they work also obtain their goals. The group consensus examination was chosen because of its effect in stimulating discussion and depth of processing. The sample consisted of 93 University of Kentucky students enrolled in an allied health colloquium representing the fields of community health, medical technology, physical therapy, physician assistant, and allied health education teacher training. Students were divided into 12 interdisciplinary groups and were trained in the group consensus decision-making mode by participating in the Winter Survival Exercise'' (Johnson and Johnson, 1975). Results indicated that when compared with the traditional (individual) mode of testing, group consensus examinations had a significant positive effect on the perceptions of students regarding the clarity and importance of course topics. Achievement on the unit quizzes was higher, and although no difference was found between the two treatment groups on final examination scores, student performance was superior to that of previous years. The eight training topics were: group development, problem solving, communication, ethics, handicapped, patient problems, aging and death, and legal problems. (SW)

ED 224 519 JC 820 569

Murty, K. Rajeswari
Five-Year Longitudinal Follow-Up Study of 1976 Graduates.
Reading Area Community Coll., Pa.
Pub Date-Ma[illegible] 81
Note-69p.; Funded through a Strengthening Developing Institutions Program Grant.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*College Graduates, *College Transfer Students, Community Colleges, Educational Attainment, Education Work Relationship, *Employment Patterns, Followup Studies, Longitudinal Studies, *Participant Satisfaction, Program Evaluation, Questionnaires, Student Characteristics, Two Year Colleges, Two Year College Students

In 1981, a 5-year follow-up study was conducted to ascertain the current employment and educational activities of the 1976 graduates of Reading Area Community College (RACC) and to obtain their evaluation of the programs and services of the college. Questionnaires were mailed to all 105 students who obtained their degree in June 1976, and demographic information on these students was obtained from student master files. Of the 105 students, 62% were males and 89.5% were white; their average age was 31.8 years; and they took an average of 8.1 terms to obtain their degrees. Survey findings, based on responses from 48 of the graduates, included the following: (1) 81.3% of the respondents were employed either full- or part-time; (2) full-time employment was higher among occupational graduates than liberal arts graduates; (3) of the employed respondents, 72.9% were employed in a job related to their major at RACC; (4) of the 16 graduates who had pursued further education, 13 had obtained baccalaureate degrees and one had attained a master's degree; (5) 80% of the respondents indicated that their preparation for transfer was excellent or good; and (6) a majority of the respondents rated instruction, academic advisement, course scheduling, financial aid services, and counseling services as excellent or good. The study report includes selected comparisons with a 1-year follow-up of the same group of graduates and the survey instrument. (AYC)

ED 224 538 JC 830 016

Nespoli, Lawrence A. Radcliffe, Susan K.
Follow-Up of 1980 Graduates. Research Report Number 25.
Howard Community Coll., Columbia, MD. Office of Research and Planning.
Pub Date-Feb 82
Note-67p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*College Graduates, *College Transfer Students, Community Colleges, *Employment Patterns, Followup Studies, *Participant Satisfaction, Questionnaires, State Norms, State Surveys, Student Attitudes, Student Characteristics, Two Year Colleges, *Two Year College Students, Vocational Education, Vocational Followup
Identifiers-*Maryland

In spring 1981, a survey was conducted to gather descriptive and evaluative data from the 1980 graduates of Howard Community College (HCC). Questionnaires were mailed to all 231 graduates soliciting demographic data and information on current activities, reasons for attending HCC, goal achievement, satisfaction with instruction and the college in general, and transfer and employment experiences. Survey findings, based on a 77% response rate and on comparisons with statewide data, include the following: (1) the average age of the HCC graduates was 31.4 years, while the statewide average was 27.9 years; (2) the HCC graduating class contained proportionately more females than the state norm (68.2% vs. 59.3%); (3) 79.1% of the graduates were employed and 36.2% were attending school; (4) 83% of the HCC graduates working full-time and 90% of the graduates who had transferred remained in a field related to their HCC major; (5) 93.5% of the transfer graduates were satisfied or extremely satisfied with their HCC program; 25% reported an overall grade point average of 3.5 or better; and almost 90% indicated success in transferring all but one to six of their college credits; (6) 95% of the graduates employed full-time were satisfied with their HCC preparation; and (7) 91% of the HCC graduates reported that they had achieved their primary educational goal by the time they graduated. The survey instrument and student comments are appended. (AYC)

ED 224 557 PS 013 040

Simons, Janet M. Eng, Mary

America's Children and Their Families: Key Facts.

Children's Defense Fund, Washington, D.C.

Spons Agency-Foundation for Child Development, New York, N.Y.

Pub Date-82

Note-85p.

Available from-Children's Defense Fund, 1520 New Hampshire Avenue, N.W., Washington, DC 20036 (Paper, $5.50; 10-19 copies, 10% discount; 20-99 copies, 20% discount; 100 or more, 25% discount).

Pub Type- Numerical/Quantitative Data (110)

Document Not Available from EDRS.

Descriptors-Day Care, *Demography, Early Childhood Education, Elementary Secondary Education, Employed Parents, *Family (Sociological Unit), Family Health, Family Income, Family Life, Housing, Nutrition, *Population Trends, Youth Employment

Identifiers-Juvenile Justice, *United States

For advocates, parents, educators, researchers, and speechmakers, this book brings together key facts and statistical data about the American family, now and in the near future. The first section provides an overview of population and demographic trends extending through the first decade of the 21st century. This overview is followed by sections providing statistical data on (1) children and families in general; (2) income and poverty; (3) working parents and their children; (4) births, marriages, and divorces; (5) child care; (6) maternal and child health; (7) education; (8) housing; (9) juvenile justice; (10) food and nutrition; and (11) youth employment. Each section consists of a prefatory list of key facts followed by tables of statistical data. (RH)

A Report from the National Hispanic Conference on Law Enforcement and Criminal Justice. (Washington D.C., July 28-30, 1980).
InterAmerica Research Associates, Washington, D.C.
Spons Agency-Law Enforcement Assistance Administration (Dept. of Justice), Washington, D.C.
Pub Date-81
Contract-J-LEAA-011-80
Note-576p.
Pub Type- Collected Works - Proceedings (021) - Information Analyses (070)
EDRS Price - MF02/PC24 Plus Postage.
Descriptors-Adolescents, Bilingual Education, Change Strategies, Correctional Rehabilitation, *Courts, *Criminal Law, Delinquency Prevention, Employment Opportunities, Females, *Hispanic Americans, Illegal Immigrants, *Justice, Juvenile Courts, Language Usage, *Law Enforcement, Police Action, Police Community Relationship, Policy Formation, Prisoners, Psychological Testing, Punishment, Services, Social Attitudes, Youth Problems
Identifiers-Immigration Law, *Undocumented Workers

Intended to aid administrators, decision-makers, and the general public in learning about and gaining better understanding of Hispanic concerns, needs, and recommendations regarding justice administration, this document includes the keynote addresses and 15 topic papers presented at the conference which was attended by 91 law enforcement experts. The 15 papers were presented at 5 workshops on police, courts, corrections, juvenile justice, and undocumented workers. Proceedings for each workshop include a summary, three papers presented, formal policy recommendations, and a list of participants. Papers focus on data gaps; revision of legislative, judicial, and administrative policies; impact of national strategies on the national and local level law enforcement and criminal justice systems; psychological testing of incarcerated Hispanics; bilingual programming as a viable alternative in corrections; re-entry and support services for Hispanic offenders; use of physical force by police; police abuse and political spying; self-assessment of police; punishment for Latinos; language barriers in the criminal justice system; impact of the criminal justice system on Hispanics; the juvenile justice system and the at-risk Hispana adolescent and the economically disadvantaged Hispanic youth; alien material witnesses and the law; transition from undocumented to documented by way of the judiciary; immigration law; and the juvenile justice system and the Hispanic community. (NQA)

White, Arthur L., Ed. Blosser, Patricia E., Ed.
National Association for Research in Science Teaching Annual Meeting, Abstracts of Presented Papers (56th, Dallas, Texas, April 5-8, 1983).
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Dec 82
Contract-400-78-0004
Note-155p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($5.00).
Pub Type- Collected Works - Proceedings (021) - Information Analyses - ERIC Information Analysis Products (071)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Academic Achievement, *Cognitive Development, Concept Formation, Educational Research, Elementary Secondary Education, Environmental Education, Higher Education, Problem Solving, Research Methodology, Science Curriculum, *Science Education, *Science Instruction, *Student Characteristics, Teacher Characteristics, *Teacher Education
Identifiers-Energy Education, *Science Education Research

Abstracts of most of the papers presented at the 56th Annual Meeting of the National Association for Research in Science Teaching (NARST) have been collected in this publication. Papers focus on such areas as student and teacher characteristics, student and teacher attitudes, science curriculum, science instruction, preservice and inservice teacher education, learning, achievement, science education research in foreign countries, cognitive development, problem solving, reasoning, neuroscience and science education, concept teaching and learning, energy education, environmental education, instructional uses of computers, and science education research methodology and techniques. (JN)

ED 224 712 SE 039 833

The Information Science and Technology Act of 1981. Report prepared for the Subcommittee on Science, Research and Technology transmitted to the Committee on Science and Technology. U. S. House of Representatives, Ninety-Seventh Congress, Second Session. Serial DD.

Library of Congress, Washington, D.C. Congressional Research Service.

Spons Agency-Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

Pub Date-Jun 82

Note-65p.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - General (140)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Federal Legislation, Government Role, *Information Dissemination, *Information Science, Information Systems, *Policy Formation, Technological Advancement, Technology, *Telecommunications

Identifiers-Congress 97th, *Information Policy, Scientific and Technical Information

This report provides an analysis of the Subcommittee on Science, Research and Technology's hearings on H.R. 3137 (the Information Science and Technology Act of 1981), focusing on major issues discussed and various alternatives for action proposed by witnesses at the hearings. The primary purposes of the act are to provide a forum for considering information concerns of government, industry and commerce, educational interests, and the public; and to investigate and provide assessments of current and projected future developments in information science and technology, and of potential applications and their impacts, to serve as a basis for policy determination in information-related issues. Included in an introduction is a summary of the bill and hearing schedule,

followed by an overview of the impact of information technology on society, a description of the U.S. Government framework for information policy, identification of major policy issues, discussion of the provisions of H.R. 3137, and various alternative courses of action. Subcommittee conclusions/recommendations and the complete text of H.R. 3137 are also provided in separate sections. Recommendations include establishment of an interdisciplinary task force and advisory board to provide technical/policy advice to the task force, and steps to improve dissemination of scientific/technical information generated by the Federal Government. (Author/JN)

ED 224 731 SO 014 358

Ginsberg, Benjamin

Polling and the Transformation of Public Opinion.

Pub Date-Sep 82
Note-50p.; Paper presented at the Annual Meeting of the American Political Science Association (Denver, CO, September 2-5, 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Majority Attitudes, *Political Attitudes, *Political Influences, Public Officials, *Public Opinion, Public Policy, Social Attitudes
Identifiers-*Opinion Polls, *Poll (Influence)

The use of polling is partly responsible for a change in the relationship between government and public opinion. There is a range of public opinion from little or no concern to very intense concern about an issue. Polls translate personal beliefs into collective public opinions, often losing the strong feelings at the one end and the moderate feelings at the other. The result is a poll which is supposedly representative of the general public, but which, in reality, may give a misleading picture of real concerns. When government officials view this poll data, they often concentrate on the middle range of feelings and interpret this as the public view on an issue. Officials thus feel less pressure from the public. Data from polls may also be used to modify the attitudes of those polled and those who read the polls; also to help predict negative attitudes before they are manifested in outward behavior, such as riots. (BY)

ED 224 773 SP 021 315

Beauchamp, Larry Borys, Andrea
A Strategy for Uncovering Teacher Professional Development Needs.
Pub Date- 80
Note-9p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cooperative Planning, Decision Making, Elementary Secondary Education, Foreign Countries, *Group Dynamics, *Inservice Teacher Education, *Needs Assessment, *Physical Education Teachers, Professional Development, Teacher Improvement, *Teacher Participation, *Teacher Workshops
Identifiers-Canada

A process for identifying professional development needs and planning teacher inservice programs involved the participation of 4 university professors, 4 local administrators, and 20 physical education teachers in 2 workshops. Each of the four groups was asked to brainstorm'' (for 20 minutes) the question, What do you see as the strengths/concerns of current professional development activities in physical education?'' and group leaders recorded remarks. Each participant then rated the listed strengths and concerns on a scale of strongly agree,'' moderately agree,'' or slight or no agreement,'' and reactions were recorded. Workshop organizers categorized reactions into clusters of similar statements (goals, communication, administration, resources, etc.),

which then were listed on a transparency showing exactly what the participants had said. Interpretations by the organizers were confirmed and clarified by the group. A second workshop meeting focused on concerns identified by the group, and participants again divided into four small groups, ranked the concerns, and brainstormed'' to identify possible actions and agencies that could help alleviate these concerns. Results were presented at a final session and additions, deletions, and revisions were made based on the group reaction. (JD)

ED 224 792 SP 021 544

Butler, E. Dean

Qualitative-Naturalistic Methods and Reform in Graduate Research Instruction.

Pub Date-10 Nov 82

Note-28p.; Paper presented at the Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Course Content, *Educational Research, *Graduate Study, Higher Education, *Inquiry, *Research Methodology, Research Problems, Research Skills, Teacher Education Curriculum

The dominant view of inquiry reflected in graduate educational research courses has been labelled as positivistic or quantitative. Instructional strategies have been designed to train students to become more skilled in the use of complex statistical procedures, more efficient in the development of preordinate designs permitting increasingly higher levels of control over complex socio-behavioral phenomena, and more proficient in reducing complexities of the world to precise and clear formulations, often through the use of mathematical symbols. An alternative view of inquiry, the naturalistic/qualitative theory, is associated with the conduct of research in field settings, use of description as the principal means of reporting the observations generated, involvement of the researcher as participant-observer and as an instrument of data collection, use of inductive logic, and a belief that there is a need to capture the inner perspectives of those under examination. A description is given of a graduate education research course that reflects this alternative research paradigm. Two

bibliographies used in the course are attached. One presents references selected as appropriate for the segment of the course dealing with the philosophy of science, theory of inquiry, metatheory and paradigms, functions of theory, and models and types of theory. The second bibliography covers major topics associated with naturalistic-qualitative inquiry dealt with in the class sessions. (JD)

ED 224 460 IR 010 490

Kirman, Joseph M. Goldberg, Jack

Distance Education: One Way Television with Simultaneous Telephone Group Conferencing Using Satellite Maps as a Monitoring Device. A Report to the Innovative Projects Fund.

Spons Agency-Alberta Dept. of Advanced Education and Manpower, Edmonton.
Pub Date-30 May 80
Note-12p.; Funded by the Program Services Division.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Audiovisual Instruction, *Cable Television, Conventional Instruction, *Educational Television, Elementary School Teachers, Foreign Countries, *Inservice Teacher Education, Intermediate Grades, *Intermode Differences, Map Skills, Teacher Attitudes, Teaching Methods, Telecommunications, *Teleconferencing
Identifiers-Alberta (Edmonton), Canada, *Distance Teaching

This study compared teachers instructed in use of Landsat satellite maps through one-way television and simultaneous telephone group conferencing to another teacher group instructed directly. Thirty teachers of intermediate children in Edmonton and Sherwood Park, Alberta, received 5 hours of instruction about Landsat maps over a 2-week period; they began instructing their pupils in Landsat map use during the second week. The Edmonton teachers received direct instruction in one center while Sherwood Park teachers received TV-telephone instruction in three different centers. Both groups had the same instructors and materials. Pupils taught by these teachers were tested on their ability to interpret Landsat maps, and teachers rated their inservice training with a mail questionnaire. Results indicated that the TV-telephone mode was acceptable as an inservice delivery system, and was rated desirable by a majority. A substantial minority, however, viewed the experimental mode as undesirable, indicating a need for future analysis and some improvement on the present delivery mode. The TV-telephone mode was superior on physical comfort and convenience ratings, but no significant intergroup differences were found in capability to impart instruction. This report includes two references and suggests topics for further research. (LMM)

ED 224 480 IR 010 563

Stewart, David W.

The Diffusion of Innovations: A Review of Research and Theory with Implications for Computer Technology.

Pub Date-Aug 82
Note-12p.; Paper presented at the Annual Convention of the American Psychological Association (Washington, DC, August 1982).
Pub Type- Opinion Papers (120) - Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adoption (Ideas), *Change Agents, *Change Strategies, *Computer Oriented Programs, Diffusion (Communication), *Innovation, Literature Reviews, Marketing, Organizational Change, *Program Implementation, Technology Transfer

A review of the general literature on diffusion, innovation, and social change is worthwhile as a basis for developing more effective methods for facilitating the adoption of computer-based technologies. Much of the research on diffusion has focused on (1) characteristics of the innovation which influence the diffusion process, (2) a description of the adoption process over time, and (3) characteristics of both individual innovators and innovative organizations. Once innovators in an organization have been identified, information should be supplied to them, emphasizing the relative advantages of the innovation, i.e., computer-based technologies, and a trial and error period should be provided. Developing internal advocates and insuring trial do not complete the adoption process, however, and resistance may still be substantial. Approaches to reduce resistance can include establishment of work teams, modification of organizational procedures to encourage use of computer technologies, and consideration of human factors. Those charged with implementation of these technologies can benefit from a review of the work of consumer psychologists and others involved in new product marketing. The current computer revolution will be painful and disconcerting to some, threatening to many, and will have an impact on nearly everyone. Psychologists can employ their knowledge to facilitate the inevitable transition to a computer-oriented society. (LMM)

ED 224 615 PS 013 337

Bond, James T. Rosario, Jose

Project Developmental Continuity Evaluation: Final Report. Executive Summary.

High/Scope Educational Research Foundation, Ypsilanti, Mich.
Spons Agency-Administration for Children, Youth, and Families (DHEW), Washington, D.C.
Pub Date-Sep 82
Contract-HEW-105-78-1307
Note-22p.; For related documents, see PS 013 283-285.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Demonstration Programs, Early Childhood Education, *Federal Programs, Institutional Characteristics, Interpersonal Competence, Longitudinal Studies, *Outcomes of Education, Parent Attitudes, *Program Effectiveness, Program Evaluation, *Research Problems, Student Attitudes, Teacher Attitudes
Identifiers-Developmental Continuity, Impact Studies, *Project Developmental Continuity, Project Head Start

This executive summary presents the major results of the longitudinal evaluation of Project Developmental Continuity (PDC). A Head Start demonstration project initiated by the Administration for Children, Youth and Families (ACYF) in 1974, the PDC aimed to stimulate the development and implementation of comprehensive programs linking Head Start centers with local elementary schools in order to provide continuous developmental support through the third grade for children from low-income families. Full-fledged implementation of PDC programs began in 1976 at 13 sites distributed across the Head Start regions and the Indian and Migrant Program Division. Findings of the evaluation suggest that (1) the program model intended by ACYF was not fully realized anywhere, (2) local versions of PDC had few effects on parents and teachers that were likely to enhance children's social competence, and (3) children's social competence was not generally enhanced by their program participation. In conclusion, reasons the evaluation failed to demonstrate PDC's effectiveness are explored. (RH)

RC

ED 224 672 RC 013 727

Williams, Richard And Others
Spons Agency-Department of Education, Washington, DC.
Pub Date-Dec 81
Note-37p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *American Indian Education, *Career Awareness, College Preparation, College School Cooperation, Counseling, Cultural Enrichment, Demonstration Programs, *Experiential Learning, Higher Education, High Schools, Learning Modules, *Mathematics Instruction, *Science Instruction, Secondary School Students, *Self Determination, Student Motivation, Summer Science Programs, Technical Occupations, Transitional Programs
Identifiers-*Upward Bound

Upward Bound's National Demonstration Project Science and Self-Determination'' (SSD) awarded to the American Indian Educational Opportunity Program at University of Colorado, Boulder, in 1980 shares a common purpose with other Upward Bound Projects: to provide opportunity to low income and otherwise disadvantaged secondary students to attend post-secondary institutions. The overall goal of such projects is to increase academic performance and motivational levels among participating students during their formative high school years. The SSD project involves two related but distinct components: a Summer Institute and an Academic Year Program. The Summer Institute design is based on academic skills improvement in an intensive developmental curriculum structure including experiential learning modules. It also incorporates an in-depth counseling program, cultural enrichment aspects, and unique motivational tools. The Academic Year Program, lodged within the students' respective home schools, provides access to tutors, counseling, and advanced math/science curriculum with an Indian orientation. Project funding mandates service delivery to 75 students from 15 target schools in 8 states. This breakout impacts more than 20 reservations and at least 22 distinct tribal groups. (Author/AH)

ED 224 752 SO 014 430

Stoddard, Robert H.

Simplified Classifications for Teaching Human Geography.

Pub Date-26 Apr 82

Note-12p.; Paper presented at the Annual Meeting of the Association of American Geographers (San Antonio, TX, April 26, 1982).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Charts, *Diagrams, *Geography Instruction, *Graphs, Higher Education, *Human Geography, Introductory Courses, *Physical Geography, Teaching Methods

Introductory college level geography textbooks can be enhanced by using scatter diagrams and double criteria classifications, both of which reveal generalizations and specific facts about location. Scatter diagrams, a series of dots on a graph, illustrate relationships among phenomena that covary, e.g., national birth and infant mortality rates. According to the density or sparseness of the dots, scatter diagrams simultaneously present generalizations and identify exceptions and deviations. The diagrams may be supplemented with maps so that points on the graph are represented by geographic locations. Double criteria classification involves classifying a population of individuals according to the two criteria indicated by each axis on a scatter diagram. For example, the birth and infant mortality rates for a specific country can be charted on two separate maps for a side-by-side comparison. Each of these basic methods communicate information about human geography often lacking in geography texts. Examples of each graphic aid are included. (KC)

ED 224 376 HE 015 639

Patterson, Aldrich M., Jr. Sedlacek, William E.

Differences among Minority Student Backgrounds and Attitudes toward a University and Its Services. Research Report Maryland Univ., College Park. Counseling Center.
Pub Date-79
Note-26p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Acculturation, *Asian Americans, *Black Students, *College Desegregation, College Environment, Ethnic Groups, Ethnic Relations, Family Characteristics, Higher Education, *Hispanic Americans, Institutional Research, Interpersonal Relationship, Minority Groups, *Racial Relations, Social Life, Student Attitudes, Student Characteristics, Student College Relationship, Undergraduate Students
Identifiers-*University of Maryland College Park

The interracial experiences, attitudes, and perceptions of minority students toward the University of Maryland, College Park, (UMCP) and its services were assessed. A random sample of 147 ethnic minority students (54 Asian, 54 Black, and 39 Hispanic undergraduates) responded to a 59-item questionnaire with a return rate of 77 percent. The data suggest that more similarities exist between Asians and Hispanics than with Black students. Over half of the Asian sample grew up in suburban settings, while a majority of Blacks grew up in cities. Many of the Asians and Hispanics came from families where fathers either held professional/managerial positions or owned their own businesses; fewer Black fathers held these positions. It was more common for both the Asian and Hispanic students than for the Blacks to have an immediate family member who had attended college. The majority of the Hispanic and Asian samples had dated persons of another race while in college and high school, attended social or athletic events more frequently in mixed groups or with friends of another race, and tended to feel positive about the college environment and its services. Hispanics displayed the greatest amount of interracial interaction and exhibited the most positive perception of the school. Blacks were more likely to date or attend social or athletic events with other Blacks, and less likely to do things in mixed groups. Blacks had less favorable perceptions and attitudes toward the college and its environment, and also appeared to be more race-conscious and concerned with racial issues than Asians or Hispanics. (SW)

ED 224 392 HE 015 659

The Official Guide to GMAT.
Graduate Management Admission Council, Princeton, NJ.
Report No.-ISBN-0-943846-03-X
Pub Date-82
Note-196p.
Available from-Graduate Management Admissions Council, Box 2886, Princeton, NJ 08541 ($7.95).
Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Academic Ability, *Business Administration Education, College Admission, *College Entrance Examinations, Decision Making, Graduate Study, Higher Education, *Language Proficiency, Logical Thinking, *Mathematics, Problem Solving, *Reading Comprehension, Scoring, *Test Coaching, Test Items, Test Wiseness, Writing Skills
Identifiers-*Graduate Management Admission Test

A comprehensive guide to the kinds of verbal and mathematical questions likely to appear in the Graduate Management Admission Test (GMAT) is presented. The current GMAT consists of multiple-choice questions, which are divided among eight separately timed sections. A general description and brief discussion are presented of the objectives and techniques for each question type, followed by a math review useful in the problem solving and data sufficiency sections of the GMAT. Sample tests with answer keys and detailed explanations of the specific question type and selected questions and answers from the sample tests are provided, along with methods of determining the best answer to a particular kind of question. Problem solving questions are designed to test basic mathematical skills, understanding of elementary and mathematical concepts, and the ability to reason quantitatively and to solve quantitative problems. Data sufficiency questions are designed to measure ability to analyze a quantitative problem, to recognize which information is relevant, and to determine at what point there is sufficient information to solve the problem. In addition, analysis of situations questions measure the ability to analyze and evaluate the major aspects of a business or management situation. Writing ability questions include sentence correction questions to test correct and effective expression; the reading comprehension section includes interpretive, applicative, and inferential questions. Guidelines for the use of scores and answer key and scoring information are presented, and public interest principles for the design and use of admissions testing programs are addressed. (SW)

ED 224 425 HE 015 751

Young, Robert E.

Instructional Development Ways and Means. Course Planning.

North Dakota Univ., Grand Forks. Office of Instructional Development.

Pub Date-82

Note-88p.; For related documents, see HE 015 749-753.

Available from-Office of Instructional Development, Box 8161, University Station, Grand Forks, ND 58202.

Pub Type- Guides - Classroom - Teacher (052) - Tests/Questionnaires (160) - Reports - Descriptive (141)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Behavioral Objectives, *College Instruction, Course Content, Course Evaluation, Course Objectives, *Course Organization, Curriculum Development, Faculty Evaluation, Higher Education, *Instructional Development, Models, Student Evaluation, *Systems Approach, Teaching Methods

A model for course planning that provides a way of looking at college instruction and an approach to preparing effective courses is presented. It is suggested that: teaching is an experimental activity, there is no correct way to teach, a teacher sets up the conditions for learning, and both the course and teacher need to assume part of the responsibility if students fail to learn. The model views instruction as a learning system characterized by a goal; interdependent elements; and an intentional or planned management of people, materials, and procedures. Steps in course planning include: defining the curriculum; stating learning outcomes; identifying and sequencing content; assessing students' characteristics; planning instructional strategies and tests; teaching; evaluating the course and the instructor; and revising the course. In addition to planning tools, the instructional model suggests a strategy for designing instruction for courses, course units, and the overall curriculum. Advantages of the model are that it provides a systematic approach to instruction and a framework for the application of theory and research. Critics argue that: teaching is not really a planned and purposeful activity; the model can create a false expectation about the power of current theory and research; and it overestimates the teacher's responsibility, time and ability, and underemphasizes the student's responsibility. Forms and extensive exercises to assist the teacher in completing each step of the model are provided. (SW)

ED 224 597 PS 013 268

Sandham, Linda Joy

Age Dependent Forethought in Children.

Pub Date-May 80
Note-124p.; Master's Thesis, San Jose State University.
Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Adolescents, *Age Differences, *Children, *Cognitive Development, *Comprehension, Psychological Studies, Questionnaires
Identifiers-*Forethought

The purpose of this study was to measure the development of forethought in children as a function of age, thereby documenting a normal use of this facility. It was hypothesized that forethought would develop on a continuum increasing with age, with no significant differences due to sex of the child. To test this hypothesis, items were pooled which were related to children's development of five capabilities: future time comprehension, the comprehension of death, the understanding of real time consequences, the understanding of cyclic variations in the natural environment, and anticipation of important future events. One preliminary multidimensional questionnaire consisting of the pooled items was used; the questionnaire was prescreened and adjusted for vocabulary level across ages and was read aloud, if necessary, to the youngest subjects. Subjects were 300 children ranging in age from 3 through 14 years who attended schools in the San Francisco Bay area. Six groups, each spanning 2 years of the age range, were formed. Results, which support the hypothesis and reveal that future time comprehension was the most important factor of those studied, are discussed. Related materials, including data tables, are provided in appendices. (RH)

ED 224 634 RC 013 688

Lenahan, R. And Others

A Report On Living Away From Home Facilities for Isolated Students in Queensland.

Queensland Dept. of Education, Brisbane (Australia).
Pub Date- 80
Note-162p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-*Boarding Schools, Declining Enrollment, Elementary Secondary Education, *Facility Improvement, Foreign Countries, *Living Standards, Parochial Schools, Population Trends, Private School Aid, *Private Schools, Residential Care, Rural Areas, *Rural Education, Socioeconomic Influences, Space Utilization, Supervision
Identifiers-*Australia (Queensland), *Hostels, Isolation (Geographic)

Data and information for a study of living away from home (LAFH) facilities for isolated students in Queensland were obtained from surveys of boarding schools and student hostels; a number of boarding schools and student hostels were visited and discussions were also held with isolated parents and student borders. While structural demographic changes in rural areas of Queensland have contributed to the underutilization of boarding facilities, the fact that so many isolated children live away from home indicates that these families have a strong commitment to education. In many cases, however, children must endure not only the problems of separation from their families, but also the physical discomfort of poor quality facilities and the emotional upheavals of regimentation. Improvements in living standards of children LAFH and better standards of pastoral care are urgently needed. There is a continuing need to service the educational requirements of these families, and LAFH facilities have an on-going vital role to play. If the depreciation of boarding facilities is allowed to continue, then parents will seek an alternative source of schooling close to home. Providing such schooling would then probably lie with the State government and would be very expensive indeed. (BRR)

ED 224 732 SO 014 369

Peterson, Steven A.

Neurophysiology and Rationality in Political Thinking.

Pub Date-Sep 82

Note-54p.; Paper presented at the Annual Meeting of the American Political Science Association (Denver, CO, September 2-5, 1982). Not available in paper copy due to marginal legibility throughout original document.

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Abstract Reasoning, *Affective Behavior, *Decision Making, *Neurological Organization, *Political Attitudes

Research both in cognitive psychology and psychobiology suggests that political behavior is often less rational than individuals believe it to be. Information processing, memory, and decision making are interlinked processes. Studies in cognitive psychology reveal that even though decision making requires rationality, individuals often adopt shortcuts (heuristics) in decisional processes. For example, people tend to remember instances which confirm their beliefs; make decisions based on the most easily accessible information stored in their memories; generalize on the basis of small samples; attribute other people's behavior to predispositions rather than consider the situation; and exhibit overconfidence in their conclusions. Further, psychobiological theories speculate that these heuristics probably operate below the conscious level; the outputs (decisions) made on an unconscious level then become accepted as valid thought during conscious thought processes. Research also indicates that both the masses and the politically elite (trained scientists) are susceptible to the use of heuristics and poor information processing. The costs may be high in many political decisions, especially when leaders are convinced they are behaving rationally. (Author/KC)

ED 224 811 TM 820 813

Hogan, Thomas P.

Relationship between Free-Response and Choice-Type Tests of Achievement: A Review of the Literature.

Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date- 81
Note-51p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Achievement Tests, Correlation, Essay Tests, *Measurement Techniques, Multiple Choice Tests, *Objective Tests, *Test Format, *Test Selection
Identifiers-*Free Response Test Items, National Assessment of Educational Progress

Do choice-type tests (multiple-choice, true-false, etc.) measure the same abilities or traits as free response (essay, recall, completion, etc.) tests? A large number of studies conducted with several different methodologies and spanning a long period of time have addressed this question. In this review, attention will be focused almost exclusively on the measurement of the traditional product of education, namely knowledge. This review is limited to empirical studies of the equivalence of free-response and choice-type tests. The major methods used to study the relationship between free-response and choice-type measures are the direct correlation, the criterion correlation and the treatment effect. Contrary to widely held beliefs about choice-type tests, the studies indicate that the two types of tests do generally measure the same traits or abilities. To the extent that there are minor differences, the choice-type measures tend to be more valid; and use of choice-type measures does not seem to have adverse effects on study habits. However, the generalizations are limited by insufficient diversity in the groups studied and may not apply to certain types of more divergent processes. Aspect of National Assessment (NAEP) dealt with in this document: Assessment Instrument (Multiple Choice Exercises) (Open Ended Exercises). (Author/PN)

Brown, Lynne Harrington

When Groups Aren't Random: Using the Analysis of Covariance in Family Studies Research.

Pub Date-Oct 82

Note-20p.; Paper presented at the Pre-Conference Theory Construction and Research Methodology Workshop of the National Council on Family Relations (Washington, DC, October 13-15, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Analysis of Covariance, Aptitude Treatment Interaction, *Experimental Groups, *Family (Sociological Unit), Predictor Variables, *Research Methodology, Research Problems, Statistical Significance

Identifiers-*Nonrandom Selection

Among the many problems faced by family researchers in conducting experimental research in field settings is that posed by nonequivalent and intact treatment and control groups. Nonequivalence refers to the assignment of individuals to treatments on a nonrandom basis, thus generating treatment groups with different expected values on one or more relevant variables. Treatment groups formed independently of either experimenter or experiment may be viewed as both nonequivalent and intact. Given that practitioners and researcher increasingly view treatment efficacy as an important goal in treatment delivery, the question arises as to how variations in outcomes due to the treatments of prevention programs may be distinguished from variations in treatment outcomes due to nonrandom assignment. The use of an indirect or statistical control technique, the analysis of covariance (ANCOVA), in place of or in addition to experimental control is examined. An overview and explanation of the ANCOVA includes a demonstration of the procedure using outcome data from intact groups. Possible applications of ANCOVA for family studies research with illustrative examples from current literature are presented. This paper shows the utility of the basic ANCOVA model as a statistical control in a broad range of research settings. (CM)

ED 224 323 FL 013 359

Viet, Jean
Draft for a Subthesaurus on Language Teaching.
Council for Cultural Cooperation, Strasbourg (France).
Pub Date-6 Sep 82
Note-53p.
Language-English; French; German
Pub Type- Reference Materials - Vocabularies/Classifications (134) - Multilingual/Bilingual Materials (171)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-English, French, German, Multilingualism, Native Language Instruction, *Second Language Instruction, *Subject Index Terms, *Thesauri

A sub-thesaurus of language teaching terms was compiled as a supplement to the EUDISED Multilingual Thesaurus. The sub-thesaurus includes three lists: (1) an alphabetized cross-referenced list of English descriptors to be added to the Multilingual Thesaurus; (2) an alphabetized English list of additional descriptors and the French and German equivalents; and (3) alphabetical lists of additional synonyms in English, French, and German. In the cross-referenced list, bracketed descriptors already appear in the Multilingual Thesaurus and will serve as thematic headwords for the new descriptors. Descriptors marked with an asterisk are those from the main thesaurus which should be re-organized to adjust to the structure of the sub-thesaurus. (RW)

ED 224 344 FL 013 390

Chapman, Erma

An Evaluation of the English-Ukrainian Bilingual Program: Final Report.

Manitoba Dept. of Education, Winnipeg.

Pub Date-Feb 82

Note-19p.; For related documents, see ED 196 727-728, ED 172 514, ED 163 040, ED 139 266.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Education, *Bilingual Education Programs, Educational Assessment, English (Second Language), Foreign Countries, Grade 1, Grade 2, Grade 3, Immersion Programs, *Language Skills, Language Tests, Primary Education, Reading Skills, Speech Skills, *Student Evaluation, *Ukrainian, Writing Skills

Identifiers-*Manitoba

The extent to which primary school students participating in an English-Ukrainian bilingual program in Manitoba, Canada, were acquiring skills in Ukrainian and English language arts was evaluated for the 1981-1982 school year. This program, which was instituted in 1979, provides half of the instruction in English and half in Ukrainian. Using Ukrainian Language Tests,'' scores were collected on first-grade students and third-grade students. The Metropolitan Achievement Test-Primer Level'' (MAT) was administered to first-grade students in the bilingual and regular programs, and the Canadian Tests of Basic Skills Level 9'' (CTBS) was administered to third-grade bilingual students and control-group students. After about 2.5 years in the program, students were performing at about the 75 percent level on Ukrainian oral skills, and were developing reading and writing skills. After 4 months in the program, students' English language skills were not as advanced as those of control-group students, but by grade 3, these differences disappeared. It is concluded that students in the English-Ukrainian bilingual program are developing English language arts skills at a level comparable to that displayed by students in the regular program, as well as learning the Ukrainian language. (SW)

ED 224 409 HE 015 726

Upcraft, M. Lee Pilato, Guy T.

Residence Hall Assistants in College: A Guide to Selection, Training, and Supervision. First Edition. The Jossey-Bass Series in Higher Education.

Report No.-ISBN-0-87589-538-7
Pub Date-82
Note-281p.; For related document, see HE 015 727.
Available from-Jossey-Bass Inc., 433 California St., Suite 1000, San Francisco, CA 94104 ($19.95).
Pub Type- Books (010) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-College Environment, College Students, *Dormitories, Higher Education, *Leadership Training, Models, Program Evaluation, Program Implementation, *Resident Assistants, *Student Development, *Student Personnel Workers, Supervision, *Training Methods, Training Objectives

A proven model for screening prospective residence hall assistants (RAs), training them in critical interpersonal and leadership skills, selecting the best candidates, and giving them strong supervisory support on the job is presented in this comprehensive guide. After an introductory chapter on the historical context within which RAs operate residence halls and the modern program's purposes and goals, chapter 2 outlines several problems and issues in RA selection. A recommended selection and training program that evolved from detailed student feedback is described. Chapters 3-7 give the theories and concepts necessary for providing resident assistants with effective leadership. It is suggested that prospective instructors should know the basics of student development and how to apply the knowledge. They should be familiar with student development and residential theory, the impact of residence halls on students' personal and academic development, interpersonal skills theory, and leadership development theory and practice. Chapter 8 focuses on how to teach the training program, and chapter 9 presents the actual training program, including the rationale, goals, and methodology for each of the 20 sessions. After an extensive experience-based elaboration of the evaluation and problems in a training model in chapter 10, chapter 11 is devoted to the issues of supervising resident assistants. The need for supervision once the training program is completed to assure a program's effectiveness is noted. An extensive bibliography is included. (Author/LC)

ED 224 558 PS 013 041

Diamond, Franna And Others

The Child Care Handbook: Needs, Programs, & Possibilities.

Children's Defense Fund, Washington, D.C.

Spons Agency-Levi Strauss Foundation, Inc., San Francisco, Calif.

Pub Date-82

Note-135p.

Available from-Children's Defense Fund, 1520 New Hampshire Avenue, N.W., Washington, DC 20036 (Paper, $7.50; 10-19 copies, 10% discount; 20-99 copies, 20% discount; 100 or more, 25% discount).

Pub Type- Opinion Papers (120) - Reports - Descriptive (141) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-*Advocacy, After School Day Care, *Day Care, *Demonstration Programs, Employer Supported Day Care, Family Day Care, Information Services, Inner City, Networks, Private Financial Support, Public Agencies, *Public Policy, Referral, Resource Materials, Technical Assistance, Unions

The United States Congress passed the Comprehensive Child Development Act of 1971 as a result of the suport of the most broadly based coalition assembled since enactment of the major social legislation of the early 1960s. Nevertheless, on December 9, 1971, President Nixon vetoed the legislation, contending that neither the immediate need nor the desirabliity of a national child development program'' had been demonstrated. The needs of increasing numbers of employed women, single parents, adolescent mothers, and families with special needs remain unmet. Part 1 of this book documents pressing social and economic forces and everday personal crises that contribute to the need for child care services to a growing majority of families. Part 2 describes 12 high-quality, comprehensive, and extraordinarily diverse types of local public and private sector child care programs, highlighting the lessons they offer for other communities and policy makers. Representatives of the exemplary programs attended a child care models workshop held in June 1981. Part 3 draws upon the accumulated experience of workshop participants to spell out what advocates can do in both the intermediate and the longer range to protect and expand presently existing effective local and national child care programs. Related materials, including a list of additional resources, are appended. (RH)

ED 224 578 PS 013 246

Goffin, Stacie G.

Providing for Children's Needs and Rights: An Annotated Bibliography.

Pub Date-Dec 82

Note-43p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Advocacy, Annotated Bibliographies, Child Development, *Childhood Needs, *Child Welfare, Early Childhood Education, Family Role, Government Role, History, Laws, Parent Education, *Public Policy, *Social Services

Identifiers-*Childrens Rights, Conceptual Frameworks

Listed and annotated are 106 references focusing on social policy in relationship to services for children. All citations date from 1971 to 1982 and have been organized into eight categories: conceptual issues, developmental issues, historical context, legal issues, policy issues, political advocacy, role of government, and role of the family. The references primarily address children's needs, children's rights, and social policy from a generic viewpoint. Generally, references concerning specific services to children have not been included, while articles relating specific services to the eight categories listed above have been incorporated. In the main, then, references reflect issues related to the development of a conceptual framework for meeting children's needs and addressing their rights. (Author/RH)

ED 224 693 SE 039 732

Nelson, Bonnie E.

Science Activities for Children 3 to 9 Years Old.

Report No.-ISBN-0-931642-12-4

Pub Date-82

Note-135p.

Available from-Lintel, Box 8609, Roanoke, VA 24014 ($20.00).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Biological Sciences, Elementary Education, *Elementary School Science, *Measurement, Metric System, *Physical Sciences, Preschool Education, *Science Activities, Science Education, Science Experiments

Activities in the life and physical sciences are provided (in separate sections) for preschool and elementary school students. Life science activities include those related to plants, soil, habitats, fossils, animals, life cycles, food chains, nutrition, and other biologically-oriented topics. Physical science activities include those related to matter (solids, liquids, gases) and energy (motion, sound, light, heat, electricity, magnetism). Objective(s), materials needed, instructional strategies, and a section with additional information for teachers are provided for each activity. Various aspects of teaching science to young children are discussed in an introductory section. A final section includes: (1) activities focusing on the nature of experiments; (2) measuring activities; (3) lists of books and science suppliers; and (4) a materials packet containing sheets to reproduce for selected activities. (Author/JN)

ED 224 713 SE 039 834

Yakes, Nancy A.

A Guide to the Recorded Distribution of Endangered, Threatened and Rare Species in Michigan. Providing a Bibliographic Discussion of the Subject, Annotated List of Reference Sources and Directory of Local Nature Associations, Centers, Agencies, and University Field Stations.

Pub Date-77

Note-97p.

Pub Type- Guides - General (050) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Animals, *Biology, *Environmental Education, Higher Education, *Ichthyology, *Information Sources, Nature Centers, Ornithology, Periodicals, Primary Sources, Resource Materials, Science Departments, Scientists, *Wildlife

Identifiers-*Endangered Species, Michigan

This document is a guide to sources of information on endangered species distribution in Michigan. It was prepared for CETA (Comprehensive Employment and Training Act) students who will collect the documents. The guide is divided into three major sections. The first section includes an introduction (briefly discussing endangered, rare, threatened species and types of literature on the subject) and a historical overview of the development of natural history record-making in Michigan. The second section consists of eight chapters, an introductory chapter which introduces general sources and provides rationale for the strategies of their use, and chapters listing and discussing sources useful for researching endangered species in eight phyla listed by the Department of Natural Resources (mollusks, insects, fishes, amphibians/reptiles, birds, mammals, plants). A similar format of presenting materials in each chapter is used: handbooks, guides, texts; books/articles; indexes; journals; associations/agencies; Library of Congress Classification of materials; and a systematic presentation of species within each phylum. The third section is a series of directories useful for collecting current information. These include associations and agencies, Michigan college biology departments (which keep field records of local flora and fauna), and Michigan nature centers. (Author/JN)

ED 224 774 SP 021 326

Carter, Heather L. And Others

The Relative Force of Selected Environmental Factors upon the Professional Activities of University-Based Teacher Educators.

Texas Univ., Austin. Research and Development Center for Teacher Education.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date- 78
Contract-OB-NIE-G-80-0216
Note-12p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Accrediting Agencies, *Educational Environment, Government Role, Higher Education, Professional Associations, Professional Recognition, Self Concept, *Teacher Administrator Relationship, *Teacher Attitudes, *Teacher Educators, *Teacher Influence

An investigation identified environmental factors influencing the activities of university-based teacher educators and described the interaction effect of environmental factors and selected faculty roles. Environmental factors examined were personal influences, the departmental promotion and salary committee, central university administration, national professional organizations, federal and state governments, accrediting and certification agencies, and public schools. The interaction effect of these factors was explored as they influenced teacher educators in two different faculty roles rank and teaching assignment (campus vs. field based). Interviews were conducted with 7 assistant professors, 11 associate professors, and 4 full professors. Seven of these teacher educators were exclusively campus-based faculty members, 4 were public-school-based, and 11 had mixed responsibilities. The perceived influence of the departmental promotion and salary committee declined across ranks. While assistants indicated this factor to be one exerting rather high pressure, it was deemed less important by associate and full professors. Personal influence was high across all ranks, particularly as it reflected self-esteem. Federal and state government influence was perceived as an important factor by all ranks because government agencies awarded research grants and established public school policies. The perceived influence of national professional networks increased with rank. Influence from the university, beyond the department, was not apparent among assistant professors and was apparent to the greatest degree in associate professors. Faculty working mainly in the field did not see accrediting and certification agencies or government agencies as strong influences, while the reverse was true of campus-based faculty. (JD)

Reyes, Laurie Fennema, Elizabeth

Classroom Processes Observer Manual.

Wisconsin Center for Education Research, Madison.

Spons Agency-National Inst. of Education (ED), Washington, DC.; National Science Foundation, Washington, D.C.; Wisconsin Univ., Madison. Graduate School.

Pub Date-81

Grant-NIE-G-79-011; NIE-G-81-0009; SED78-17330

Note-79p.

Pub Type- Guides - Non-Classroom (055) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Classroom Communication, Classroom Environment, *Classroom Observation Techniques, *Classroom Research, Elementary Secondary Education, Interaction Process Analysis, Mathematics Instruction, Observation, *Student Behavior, *Student Teacher Relationship, Teacher Behavior, *Time on Task

This manual describes procedures for collecting data about two classroom elements: (1) teacher-student interactions; and (2) amount and type of student engagement in academic work. Although the system was originally developed from a study of influences on sex-related differences in mathematics, it is designed to be adapted as needed for investigations of other classroom behaviors. Part 1 of the manual contains explanations of the use of a modified version of a coding system developed by Brophy and Good (1970) to measure teacher-student interactions. These interactions are classified as public and nonpublic, and examples of measuring the incidence and qualities of behaviors are given. In a section reviewing general coding conventions, the validity of the procedure is interpreted, and observation techniques are suggested. In Part 2, the method used to study the proportion of time students are engaged in mathematical activities, and characteristics of those activities are introduced, based on a system designed by Romberg, Small, Carnahan, and Cookson (1978). Coding categories and data collection procedures are defined. Data collection worksheets are appended. (FG)

ED 224 443 HE 015 776

Spencer, Charles T.

Career Commitment, Sense of Accomplishment, and Job Satisfaction: A Survey of Medical Technologists.

Pub Date-Jun 82
Note-18p.; Paper presented at the Annual Meeting of the American Society for Medical Technology (Houston, TX, June 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Achievement Need, *College Graduates, Goal Orientation, Higher Education, *Job Satisfaction, *Medical Technologists, Psychological Needs, Self Actualization, Self Concept, *Self Evaluation (Individuals), *Success, Vocational Followup, *Work Attitudes

Job-related perceptions of medical technologists who had graduated from Illinois State University from 1972 through 1979 were surveyed. Of the 228 mailed questionnaires, 170 were returned. The questionnaire included items in which respondents judged the degree to which self-actualization characteristics were present in their jobs. An additional item was used to classify respondents as having either a high or low sense of accomplishment in their job. Of the medical technologists indicating a high sense of accomplishment, 70 percent indicated high career commitment; those with a low sense of accomplishment indicated both a high career commitment (40 percent) and a low career commitment (37 percent). Respondents with a high and low sense of accomplishment were also compared on their ratings of selected job characteristics. Characteristics rated highest by both groups were job requires thinking'' and job entails variety.'' It appeared that career commitment was not transferred to commitment to present position, perhaps because the opportunities for advancement in present position are limited (for the group with a low sense of accomplishment) or salary in present position is inadequate. The findings of this study and other research provide some evidence of a relationship between certain personal needs and career commitment. (SW)

ED 224 481 IR 050 006

Cataloguing, Classification and Processing. A Simplified Guide for School Libraries.
Manitoba Dept. of Education, Winnipeg.
Pub Date- 79
Note-47p.
Pub Type- Guides - General (050)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Cataloging, *Classification, Elementary Secondary Education, Filing, Indexing, Library Catalogs, Library Materials, *Library Technical Processes, Nonprint Media, Publications, *School Libraries, Subject Index Terms

Designed for use in school libraries, this manual outlines simplified procedures for cataloging, defined as the indexing of an item; for classification, defined as the assignment of a subject number to the item; and for processsing, defined as the preparation of the item so that it can be borrowed from the library. The manual is divided into 10 sections covering: (1) systems of library organization, including standard and non-standard systems, and the use of original or commercial cataloging; (2) preliminary steps in organizing a library; (3) steps in cataloging and classification, including bibliographic and physical descriptions of an item; (4) classification of books for the primary grades, fiction, nonfiction, biographies, and reference books; (5) assignment of subject headings for biographies, fiction, and books for the primary grades; (6) assignment of other index terms; (7) cataloging and classification of audiovisual materials; (8) typing of catalog cards; (9) filing of catalog cards; and (10) processing of books and audiovisual materials. Sample T-slips or preliminary typing slips, catalog cards, book pockets, and book cards are illustrated throughout the manual. (Author/ESR)

ED 224 501 IR 050 043

Legislative and Regulatory Actions Needed to Deal with a Changing Domestic Telecommunications Industry. Report to the Congress.

Comptroller General of the U.S., Washington, D.C.
Report No.-CED-81-136
Pub Date-24 Sep 81
Note-238p.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (1981-341-843:774).
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Evaluative (142)
EDRS Price - MF01/PC10 Plus Postage.
Descriptors-Accounting, *Cost Effectiveness, *Federal Legislation, *Federal Regulation, Power Structure, Resource Allocation, *Technological Advancement, *Telecommunications
Identifiers-Common Carrier Services, Communications Act 1934, Competitive Environment, *Federal Communications Commission, Rate of Return

The Federal Communications Commission's (FCC's) program for regulating domestic telecommunications common carriers is assessed in this report, and several recommendations are made to the Congress and the FCC for improving the regulatory framework provided by the Communications Act of 1934. A digest of the report and a review of the nation's telecommunications policy goals and the organization of FCC common carrier activities are provided, as well as discussions of the following topics: (1) development of competition in domestic common carrier telecommunications; (2) application of FCC price/earnings regulation; (3) costing principles and methodologies to prevent cross-subsidy (emphasizing the FCC's lack of success); (4) the FCC's limited progress in revising the uniform system of accounts; (5) deregulation of enhanced services and customer premises equipment, using separate subsidiaries as a procompetitive tool; (6) depreciation rate setting and its implications in a more competitive environment; and (7) the need for congressional action to ensure fair, nondiscriminatory access to local exchanges. Twelve appendices contain additional, detailed background information. A list of abbreviations and a glossary are included. (LMM)

ED 224 520 JC 820 570

Rajasekhara, Koosappa

Dundalk Community College Fact Book. Second Edition, 1981-82.

Dundalk Community Coll., Baltimore, MD. Office of Institutional Research and Grants.

Pub Date-Aug 82

Note-125p.

Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-*College Faculty, College Graduates, College Libraries, Community Colleges, Educational Facilities, *Educational Finance, *Educational Trends, *Enrollment, *Institutional Characteristics, *Student Characteristics, Student Financial Aid, Student Personnel Services, Teacher Characteristics, Tuition, Two Year Colleges, Two Year College Students

Designed as a source of information for planning and orientation purposes at Dundalk Community College (DCC), this report offers current and past data on enrollments, faculty, staff, finances, and physical resources. After the first section provides general information on the community of Dundalk and DCC's history, mission, and characteristics, the second section presents lists and charts on administrators and administration at the college. The next two sections contain data tables and charts offering information on credit and non-credit enrollments. Detailed information is provided on the characteristics of credit students during fall 1981, and graphs show enrollment trends for 5- or 10-year periods. Non-credit enrollments are considered in terms of full-time equivalencies and state financial support. The fifth section, on faculty, examines the characteristics of full- and part-time teachers and their instructional loads. Data on tuition charges and fees and financial aid are provided in the next two sections. After a section on graduation data, which reviews degrees and certificates conferred, the following sections cover institutional revenues and expenditures and contracts, grants, and federal, state, and local projects. After providing data on the learning resources center and other instructional support services, the factbook concludes with information on the physical resources of the campus. (AYC)

ED 224 539 JC 830 017

Nespoli, Lawrence A. Radcliffe, Susan K.

Retention Analysis for Spring 1982. Research Report Number 27.

Howard Community Coll., Columbia, MD. Office of Research and Planning.

Pub Date-Apr 82

Note-13p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Persistence, Age, Community Colleges, Dropout Research, Dropouts, Females, Full Time Students, Majors (Students), Males, Part Time Students, Student Attrition, *Student Characteristics, *Two Year College Students, *Withdrawal (Education)

Identifiers-Stopouts

In spring 1982, a study was conducted to determine the persistence of Howard Community College (HCC) students from fall 1981 to spring 1982 and the relationship of students' attendance status, sex, and age to retention rates. Selected study findings include the following: (1) the overall retention rate for spring 1982 was 61.1% including Special Students (i.e., students not matriculating in a certificate or associate degree program) and 66.1% excluding these students; (2) full-time students in occupational programs had the highest persistence rate (83.6%), and part-time Special Students had the lowest rates (41.9%); (3) 10.9% of the spring 1982 students had not attended HCC in fall 1981, but had attended in previous terms; (4) the two Maryland community colleges from which comparable retention data were obtained had overall retention rates of 68% and 52%; (5) fall-to-spring retention rates at HCC were between 61% and 62% from 1979 to 1982; (6) spring-to-fall retention rates were consistently lower than fall-to-spring rates, remaining in the 50% to 55% range; (7) females were more likely to persist in their studies from fall to spring than males, with statistically significant differences in the part-time students and total student categories; and (8) students in the age groups 17-19, 20-22, and 36-40 had the highest retention rates. (AYC)

ED 224 654 RC 013 708

Potts, Alfred M.

Survey of San Luis Valley School Closures. Resource Report No. 4.

Colorado State Dept. of Education, Denver.

Pub Date-Mar 60

Note-16p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, Field Crops, *Harvesting, Labor Force, *Migrant Education, Migrant Workers, *Released Time, Rural Schools, *School Schedules, *Seasonal Employment

Identifiers-Colorado, *San Luis Valley Schools CO

School closures in Colorado's San Luis Valley were surveyed, listing the pros and cons of closing school during the potato harvest. In 1958, 12 of 31 elementary schools and 7 of 13 secondary schools ceased operation for periods up to 18 days during the potato harvest, closing schools to 4,447 students. Of these students, 904 elementary children and 786 secondary students worked in the fields. Individuals who favored strong education programs felt school closures created a negative tone among students; early school enthusiasm was lost and never regained; subject study was seriously interrupted; remedial work was retarded; pupil absenteeism was quite serious both before and after school closure periods; closures caused disruptions in extra curricular activities schedules (e.g., inadequate training in athletic programs); absenteeism lost revenue from state grants based on average daily atttendance; and incoming New Mexico children lost several weeks of schooling. From the valley economics position, school closures were favored because the potato was the valley's major economic asset; there was an urgent necessity to complete the harvest with all possible speed before weather conditions or a freeze destroyed the crop; and there was no alternative to closing some schools to induce enough workers from outside to join the labor force. (NQA)

ED 224 673 RC 013 730

Martin, Charlene, Comp. Charles, Roger, Comp.

Directory to the Native Studies Programs of Universities in Canada and the United States.

Ontario Indian Education Council, Toronto.

Pub Date-Sep 81

Note-96p.

Pub Type- Reference Materials - Directories/Catalogs (132)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*American Indian Education, *American Indian Studies, *College Choice, Colleges, *Degree Requirements, Higher Education, *Program Content, Two Year Colleges, *Universities

Identifiers-*Canada, *United States

The directory, intended to assist Native American students in choosing a university, provides descriptions of native studies programs at 10 Canadian and 15 United States universities. Prógrams are fundamentally taken directly from the calendars of the respective universities. Criterion for selection was where a calendar clearly identified a program, however small, of native studies. In contrast, universities having native courses but not programs are excluded. The calendar year, address, course descriptions, and degree requirements are provided for each entry. Although most calendars are for the academic year 1981-82, some are a few years older and the programs and/or courses may have changed. Students are encouraged to write to the universities they are interested in to obtain further details on the programs and entrance requirements. Two sources are provided for obtaining complete information on educational and assistance programs for Indian people in the United States. Although community colleges are not described in the directory, the addresses of 27 community colleges which have Indian programs are appended. (AH)

Clark, Melissa Ball And Others

The Relationship between Marital Timing Aspirations and Educational Plans among High School Students.

Pub Date-10 Sep 82

Note-21p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September 10, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Academic Aspiration, *Adolescents, Black Students, Females, High Schools, Males, *Marriage, *Racial Differences, *Sex Differences, *Social Attitudes, Social Science Research, White Students

In the spring of 1972, over 6500 black and white, male and female high school students in 23 northern Mississippi schools responded to questionnaires concerning their educational plans, when (early or late) they consider the best time to marry, whether they were sure they wanted to marry, and whether they were sure they actually would marry. Controlled variables, based on students' reports, include father's and mother's education, academic ability, grade point average, and the influence of significant others. The major method of analysis is Multiple Classification Analysis. Results indicate that white students are more likely than black students to be sure they want to marry some day. White females are more likely to be sure they want to marry than white males and black males and females. Females (both black and white) report earlier ages than males as the best time to marry. Those students who report earlier ages as the best time to marry are unlikely to plan to attend college; those who report later ages for marriage are the most likely to attend college. Marital timing decisions are most independent of educational plans among males, especially black males. Finally, females more often perceive marriage as an alternative to higher education, especially white females. (KC)

ED 224 324 FL 013 360

Caissie, Roland

The Four Families of English Predicate Formation.

Pub Date-Jun 82

Note-19p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Elementary Secondary Education, *English (Second Language), *Grammar, Instructional Design, Language Acquisition, Language Skills, Second Language Instruction, *Sentence Structure, Structural Grammar, Teaching Methods, *Verbs

A system for classifying English predicates into four families that account for all forms, moods, voices, and tenses is examined as an approach to teach grammar to students of English as a second language (ESL). It is suggested that by focusing on one family at a time then building by combining these families, students can learn more readily to comprehend, produce, and manipulate conjugations and tenses. The following discriminators, or elements of English predicate formation, are examined: simple action form, modal form, have form, and be form. The system can be simplified for more elementary language levels while still retaining the four groupings; for example, eliminating the past participle in family four, or limiting the number of modals in family two. It is suggested that work with the families begin at the end, family four. Reasons for this include the ubiquity of be'' in English sentences, the simplicity of the interrogative and negative constructions, and the range of expression the use of be'' plus complements allows. From family four, the teacher can return to the beginning and family one. It is suggested that the true determiners for grouping verbs are the same ones that secondarily discriminate between person, time, mood, and voice, and are generally referred to as auxiliaries. They make up the core of all predicate formation in English, and by using each one separately or in concert with others, the entire spectrum of English verb tenses and voice can be produced and their understanding simplified. (SW)

Brubacher, John S.

On the Philosophy of Higher Education. Revised Edition. The Jossey-Bass Series in Higher Education.

Report No.-ISBN-0-87589-536-0
Pub Date-82
Note-168p.
Available from-Jossey-Bass Inc., 433 California Street, San Francisco, CA 94104 ($15.95).
Pub Type- Books (010) - Information Analyses (070)

Document Not Available from EDRS.

Descriptors-*Academic Freedom, Civil Liberties, Codes of Ethics, Collective Bargaining, College Curriculum, *College Instruction, *College Role, College Students, *Educational Philosophy, Educational Trends, Faculty College Relationship, General Education, Grading, *Higher Education, *Institutional Autonomy, Student College Relationship, Student Motivation, Student Rights, Vocational Education

Basic academic issues such as institutional objectives, educational ethics, and methods of academic decision-making are examined in light of significant new social, economic, legal, and educational developments in this revision of the 1977 edition of On the Philosophy of Higher Education.'' Focus is on the tension between pure research and social involvement, lay versus academic control, and academic freedom. The chapters are as follows: (1) The Higher Learning'' (philosophies legitimating higher education, conflict of philosophies, and political philosophy); (2) Academic Autonomy'' (the limits of autonomy, autonomy in academic hierarchy, collective bargaining, and student participation); (3) Academic Freedom'' (the justifications, limits, and political aspects of academic freedom, student involvement, and civil liberties); (4) Higher Education for Whom?'' (access to education, meritocracy and egalitarianism, and the quality of higher education); (5) General and Specialized Education'' (general education, vocational education, and counter-culture); (6) Pedagogy of Higher Education'' (types of pedagogy, curriculum, motivation of learning, and the grading system); (7) Ethics of Scholarship'' (obligation to one's discipline, ethical tangents to academic freedom, financial considerations, sanctions, and student honor codes); and (8) The University as a Church'' (the university as a secular church in its capacity to continue what the church has always been the conscience of society). A bibliographical essay and index are provided. (LC)

ED 224 426 HE 015 752

Young, Robert E.

Instructional Development Ways and Means. Testing and Grading.

North Dakota Univ., Grand Forks. Office of Instructional Development.
Pub Date-82
Note-92p.; For related documents, see HE 015 749-753.
Available from-Office of Instructional Development, Box 8161, University Station, Grand Forks, ND 58202.
Pub Type- Guides - Classroom - Teacher (052) - Journal Articles (080)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*College Instruction, College Students, Criterion Referenced Tests, *Educational Testing, Grades (Scholastic), *Grading, Higher Education, Norm Referenced Tests, *Student Evaluation, *Teacher Made Tests, Teaching Guides, *Test Construction, Test Items, Test Reliability, Test Validity

Perspectives on testing and grading are considered; and strategies, reference materials, and sample test items are presented. Attention is directed to specific impacts of testing and grading on students and teachers, purposes of testing and grading, and common complaints of students and teachers. Extra activities proposed for the teacher include discussing with colleagues the testing/grading purposes and keeping a record of student complaints regarding grading and tests. Several prerequisites are identified as important for test development: subject matter expertise; well-developed instructional objectives; mastery of written communication; an understanding of the individuals for whom the test is intended; and knowledge of the principles and procedures of item writing/test construction. A 15-step strategy for planning, implementing, and evaluating classroom tests is presented, based on test construction principles. Extra learning activities are proposed for the teacher to provide additional information about testing principles and practices, practice with various aspects of test construction, and critique of the teacher's tests and testing procedures. Several purposes of grading (reporting; decision making; and stimulating, directing, and rewarding students), and limitations of grading and norm- and criterion-referenced tests are considered. A bibliography; information on score distributions; examples of types of test items; and articles on test reliability and validity, tables of specifications, and norm- and criterion-referenced tests are appended. (SW)

ED 224 461 IR 010 491

Bostrom, K. And Others

An Evaluative Study of the Effects and Effectiveness of Microcomputer Based Teaching in Schools.

Leeds Univ. (England).
Spons Agency-Social Science Research Council, London (England).
Pub Date-Jan 82
Note-52p.
Available from-J. R. Hartley, Computer Based Learning Unit, University of Leeds, Leeds LS2 9JT, Yorkshire, UK (1 British pound plus postage).
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Computer Assisted Instruction, *Computer Programs, Decision Making, *Evaluation Criteria, Foreign Countries, *Instructional Materials, Interviews, *Microcomputers, Program Effectiveness, Questionnaires, Secondary Education, Secondary School Teachers, *Teacher Attitudes, Use Studies
Identifiers-Great Britain, Microelectronics Education Programme

Secondary teachers' evaluation and classroom utilization of computer assisted instruction (CAI) packages were studied. Following selection of 91 CAI programs in math, science, geography, and economics, teachers in four secondary schools examined and, where appropriate, used the programs in classrooom teaching. Teachers' opinions and judgments were collected using interviews and questionnaires. Although 28 programs were judged to be of interest, only 15 programs were used. Data were collected from 22 lessons during a 6-month period using classroom observation schedules, pupil questionnaires, and teacher interviews. Though the programs were judged effective, difficulties in pupil pretraining and class administration were often underestimated. An extensive evaluative study was undertaken in one school, with 14 classes using math programs and 6 microcomputers. Posttest results favored CAI groups, though not significantly. Overall, the project showed initial interest in CAI, but indicated the need to maintain interest through relevant program/curriculum developments, appropriate training courses, and complementary research programs. This study report includes 15 references and 3 appendices containing a list of available CAI programs, data collection instruments, and a summary of the classroom interaction scheme. (LMM)

ED 224 579 PS 013 247

Peterson, Lizette And Others

The Supersuit: An Example of Structured Naturalistic Observation of Children's Altruism.

Pub Date-May 82

Note-11p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association (44th, Minneapolis, MN, May 6-8, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Altruism, Classroom Observation Techniques, Early Childhood Education, Incidence, *Interpersonal Competence, Peer Relationship, *Preschool Children, Research Methodology

Identifiers-Dyadic Interaction Analysis, *Helping Behavior, *Naturalistic Observation

Observations in a neighborhood day care center revealed that teachers, when they handed out a paint shirt'' without fastening it, set up a situation in which children helped one another. With modifications, this naturally occurring situation was used in order to increase the incidence of peer helping behavior so that it could be studied naturalistically. The modifications structuring the setting were as follows: a superperson suit'' similar to a paint shirt (a blue smock with a red star on the chest, fastened with a large button and buttonhole at the back of the neck) was introduced to the children as a new toy. The opportunity to wear the superperson suit was determined by a random drawing of children's names; each time a name was drawn, the teacher would set a timer, place the suit on the child's front with the straps over the shoulders, and say quietly that she was too busy to button it. Videotaping began at this point. The child was allowed to enter free play and either continue to hold the superperson suit on in front, solicit help, or attempt to button the suit by himself or herself. Each child's turn lasted 4 minutes. Videotapes were coded in terms of several categories of donor and recipient behaviors. Additionally, peer ratings and peer nominations were obtained from each child. In 3.13 hours of observation, the structured naturalistic observation method yielded 56 opportunities to help, 32 instances of spontaneously offered help, and 13 instances of recipient prompted help, a substantial increase over the average rate of helping (less than once per hour) reported in unstructured naturalistic settings. (RH)

ED 224 598 PS 013 269

Katz, Lilian G.

The Education of Preprimary Teachers.

ERIC Clearinghouse on Elementary and Early Childhood Education, Urbana, Ill.

Spons Agency-National Inst. of Education (ED), Washington, D.C.

Pub Date-82

Contract-400-78-0008

Note-35p.; To be published as a chapter in Current Topics in Early Childhood Education,'' Volume V, tentative publishing date 1983, Lilian G. Katz, Editor.

Available from-Ablex Publishing Corporation, 355 Chestnut Street, Norwood, NJ 07648 (Contact publisher for price).

Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Competency Based Teacher Education, Course Content, Criteria, *Early Childhood Education, Higher Education, Inservice Teacher Education, Outcomes of Education, Postsecondary Education, *Preschool Education, *Preschool Teachers, Preservice Teacher Education, Relevance (Education), *Teacher Education, Teacher Effectiveness, Training Objectives, Wages

Identifiers-Advisory Approach, CDA, *Child Development Associate, Enabler Model, Role Ambiguity

Current knowledge and practices in the field of preprimary teacher education are discussed with respect to unique characteristics of the field, general issues in teacher education and preprimary education, and recent developments in inservice education. Unique characteristics of the field of preprimary teacher education include role ambiguity, variations in program goals, and low wages. General issues in the areas of teacher education and preprimary education include (1) the elusiveness of criteria for good teaching, (2) the impact of training on teacher performance, (3) the feed-forward'' problem stemming from the provision of content and methods to students who have not yet had experience in settings where the training is relevant), and (4) problems of teacher training program content. Recent developments in inservice education are discussed in terms of two types of inservice education: the advisory approach'' and its variant, the Enabler Model; and the Child Development Associate project. (RH)

ED 224 616 RC 013 440

Laylo, Peter R. Puente, Juan

Training, Employment and Services Opportunities for Migrant and Seasonal Farmworkers in the Midwest.

Midwest Association of Farmworker Organizations, Chicago, IL.

Spons Agency-Department of Labor, Washington, DC. Office of Farmworkers and Rural Employment Program.

Pub Date-16 Oct 81

Note-53p.; Some maps may not reproduce clearly.

Language-English; Spanish

Pub Type- Reports - Descriptive (141) - Multilingual/Bilingual Materials (171)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Community Information Services, Educational Opportunities, Employment Programs, Legal Aid, Migrant Health Services, *Migrant Programs, *Migrant Workers, *Organizations (Groups), Referral, Rural Development, *Seasonal Laborers, Social Agencies, *Social Services

Identifiers-*United States (Central), *United States (Midwest)

The booklet provides information on employment, training, and supportive services available to migrant and seasonal farmworkers as they travel from their homebase states to their destination in the Midwestern and Central states of Oklahoma, Kansas, Nebraska, North Dakota, Minnesota, South Dakota, Wisconsin, Illinois, Indiana, Michigan, Ohio, Alabama, and Georgia. Information is provided on the kinds of program activities and services available for purposes of referral by the following 13 organizations: Midwest Association of Farmworker Organizations; ORO Development Corporation; Harvest America Corporation; Nebraska Association of Farmworkers, Inc.; North Dakota Rural Development Corporation; Minnesota Migrant Council; South Dakota Migrant Council; United Migrant Opportunity Services, Inc.; Illinois Migrant Council; FENICS, Inc. (AMOS); Michigan Economics for Human Development; La Raza Unida de Ohio; and Federation of Southern Cooperatives. The booklet includes the following information for each organization: a brief description of the organization, the administrative and area offices, eligibility criteria, services offered, special programs, and program activities. (NQA)

ED 224 635 RC 013 689

Kroon, Ralph, Comp.

Montana Rural Education Curriculum Guide.

Pub Date-Sep 82
Note-30p.; Also compiled by the Montana Rural Teachers, Montana County Supervisors and Montana Office of Public Instruction.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Curriculum Guides, Elementary Education, Health, *Language Arts, *Mathematics, Music, Physical Education, *Reading, *Rural Education, Sciences, Sequential Approach, Social Studies, *Spiral Curriculum
Identifiers-*Montana

The material in this K-8 curriculum guide is designed to provide classroom professionals in rural Montana schools with some guidance as to when to introduce and develop concepts in each subject area. It is intended to be a guide, not a rule book or complete course of study. For each subject area and for each grade level, topics are coded as I (introduced), D (developed), M (mastered), R (reviewed, reinforced), or E (extended, expanded). Topics are defined (where necessary) and their component parts are listed separately. Topics include Reading (readiness skills, word recognition, comprehension skills, study skills), English Language Arts (oral, written, visual, media hardware where equipment is available), Mathematics (numeration, money, basic facts and computation, fractions, decimals, ratio-proportion, percent, number theory, measurement, geometry, statistics, integers, algebra), Science (life science, plants, microorganisms, environment, physical science, earth and space science), Social Studies (school, home and family living, communities and their helpers, holidays and seasons, transportation and communication, geography, citizenship and government, history), Music (singing, playing, rhythm, theory, listening), Health (aging, use and misuse of substances, personal health, community health, consumer health, mental-emotional health, disease control and prevention, family life and human sexuality, nutrition, health-safety education), and Physical Education (psychomotor, affective, and cognitive domains). (BRR)

ED 224 733 SO 014 385

Belsky, Gilbert And Others

The Holocaust: A Teacher Resource. Tentative Edition.

Philadelphia School District, Pa. Office of Curriculum and Instruction.
Pub Date-79
Note-135p.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Anti Semitism, Ethnic Bias, Ethnic Stereotypes, *Jews, Judaism, *Nazism, Religious Discrimination, Secondary Education, Social Discrimination, Teaching Guides, Units of Study
Identifiers-Concentration Camps, Genocide, Hitler (Adolf), *Holocaust, World War II

Information, activities, primary source materials, and other resources on the Nazi Holocaust are designed to help high school students examine and comprehend the catastrophic dimensions of the Holocaust. Objectives are for students to understand how a cultured society can become dehumanized; to realize that a Holocaust could happen again and that being apathetic in the face of evil is evil; and to feel compassion for all humanity. The guide contains 6 units. Unit 1, Stereotypes, Prejudice, and Violence, focuses on the origins and consequences of prejudice and groups of people who have been discriminated against throughout history. Units 2 through 5 deal with the history of anti-Semitism, the destruction of the Jews by the Nazis, world reaction to the Holocaust, and Jewish resistance to the Holocaust. Unit 6, Consequences of the Holocaust, focuses on punishments of Nazi war criminals, reparations to Jews for atrocities, and the beginning of the Zionist movement. Each unit contains background information, objectives, a vocabulary pre-test, a content outline, suggested activities, and a bibliography. Most units include excerpts of essays written by the Jewish people involved in the Holocaust and reprints from newspapers and books. Activities involve students in discussion, watching films, writing reports, drawing maps, conducting research, and other activities, such as filling in the blanks. A bibliography of print and audiovisual materials is included. (BY)

ED 224 812 TM 820 814

Hogan, Thomas P. Mishler, Carol

Relationships Among Measures of Writing Skill.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date- 82

Note-43p.

Pub Type- Information Analyses (070) - Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Comparative Testing, Criterion Referenced Tests, *Measurement Techniques, Scoring, Test Reliability, *Writing Evaluation, *Writing Research, *Writing Skills

Identifiers-National Assessment of Educational Progress

This literature review summarizes what is currently known about the agreement among six measures of writing skills Three of these methods involve the application of human judgment in scoring or rating a piece of writing: holistic, analytical, and primary trait scoring. Two methods involve anatomical or taxonomic analysis of a piece of writing: computer analysis and syntactic analysis. The final method involves the use of objective (usually multiple-choice) tests of writing-related skills. The research on relationships among the various measures of writing skills admits of relatively few well-established generalizations. Relationships among some pairs of measures have been well researched, while relationships among other pairs of measures have been virtually untouched by empirical studies. Aspect of National Assessment (NAEP) dealt with in this document: Procedures (Scoring). (Author/PN)

ED 224 377 HE 015 640

Minatoya, Lydia Yuriko Sedlacek, William E.
Another Look at the Melting Pot: Asian-American Undergraduates at the University of Maryland, College Park. Research Report Maryland Univ., College Park. Counseling Center.

Pub Date-79
Note-21p.; This report was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Asian Americans, *Chinese Culture, *College Desegregation, *Cultural Isolation, Ethnic Distribution, *Ethnicity, Ethnic Relations, Family Characteristics, Higher Education, Immigrants, Institutional Research, Neighborhood Integration, Racial Factors, Racial Relations, Student Attitudes, Student Characteristics, Student College Relationship, *Undergraduate Students, Values
Identifiers-*University of Maryland College Park

Demographic characteristics and attitudes of Asian-American undergraduates at the University of Maryland, College Park, were studied. A random sample of 139 Asian-American students responded to a 51-item questionnaire, with a return rate of 81 percent. Seventy-five percent of the 86 male and 53 female respondents had resided for the longest period of time in the Mid-Atlantic States, and 85 percent reported having grown up in neighborhoods where the racial composition was less than 25 percent their race. Respondents in the fields of arts and humanities, social sciences, and general sciences (39 percent of the sample) perceived more differential treatment due to racial background than did students in mathematics, physical sciences and engineering, agriculture, and allied health (54 percent of the sample). Those respondents whose fathers, grandfathers, or great-grandfathers were the first generation to be born in the United States tended to experience feelings of racial conspicuousness less strongly than respondents who were first-generation Americans (about 50 percent of the respondents) or were in a family with no one born in the United States. Despite findings of racial isolation of the respondents, six factors suggest the continuing importance of Asian values: interracial contact, differential treatment at the university toward minority group students in general and Asian students in particular, seeing hard work and perseverance as important to success, awareness of racial conspicuousness in group and individual situations, inhibition of self-expression in public, and familial responsibility to bring honor to the family name. (SW)

ED 224 393 HE 015 663

Fall Headcount Enrollment Forecasts to 1995: Texas Institutions of Higher Education. Study Paper 27, Revised.

Texas Coll. and Univ. System, Austin. Coordinating Board.

Pub Date-Jul 82

Note-36p.

Available from-Coordinating Board, Texas College and University System, P.O. Box 12788, Capitol Station, Austin, TX 78711.

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Age Groups, College Attendance, *College Students, *Community Colleges, *Enrollment Projections, *Higher Education, Institutional Characteristics, Population Trends, Private Colleges, *State Colleges, State Surveys, Technical Institutes, Trend Analysis, Upper Division Colleges

Identifiers-*Texas

Revised forecasts of fall headcount enrollments to 1995 for Texas higher education institutions are presented, based on 1980 census data. The revised forecasts are based on a combination of historical college attendance patterns by county and projected population for each county of the state. It is projected that enrollment in Texas institutions will grow at an average annual rate of about 1.3 percent, that enrollment will increase by about 86,000 students between 1980-1990, reaching a total of 761,563 during the period. By 1995 the total enrollment in all higher education institutions is expected to be slightly more than 798,000. Enrollment forecasts for 1985, 1990, and 1995 by type of institution are presented. Overall enrollment in the public senior colleges and universities will increase at an average annual rate of approximately 1 percent during the current decade, reaching an enrollment of 371,954 in 1990. Enrollment in the public community junior colleges will reach 294,016 in 1990, an increase of 42,940 students over 1980 enrollment. This represents an average annual increase of about 1.7 percent. The growth patterns for both senior institutions and community junior colleges during this period are attributable to the projected fluctuations in the state's demographic structure and the age makeup of the students. Enrollment forecasts for the 37 public senior colleges and universities are presented, including the magnitude and percentage of change for 5- to 10-year intervals. By 1990, 10 of these institutions are predicted to experience some enrollment loss below the fall 1980 level. Information on the forecasting methodology is appended. (SW)

ED 224 559 PS 013 060

Newman, Joan E.

Girls Are People Too! A Bibliography of Nontraditional Female Roles in Children's Books.

Report No.-ISBN-0-8108-1500-1
Pub Date-82
Note-193p.
Available from-Scarecrow Press, Inc., 52 Liberty Street, Box 656, Metuchen, NJ 08840 ($12.50, plus $2.00 postage/handling).
Pub Type- Reference Materials - Bibliographies (131)
Document Not Available from EDRS.
Descriptors-American Indians, Annotated Bibliographies, Blacks, *Childrens Literature, Disabilities, *Females, Minority Groups, *Role Models, *Sex Fairness
Identifiers-Chronology

Books that represent women as successful human beings possessing dignity and intelligence are listed in this annotated bibliography of children's literature. The major criterion for inclusion of works in the list is nontraditionalism in female characters. Introductory material emphasizes the fact that the listed books are not books for girls only, but books about girls for young readers. Intended as an aid to teachers, parents, and librarians in selecting books to purchase and recommerd for young readers, the compilation seeks to update other nonsexist bibliographies (most of which were completed in the early or middle 1970s and none of which emphasizes the nontraditional aspects of female behavior). Part 1 lists fiction in the following categories: general, black, Native American, handicapped, and other minorities. Part 2 gives listings under the same categories for nonfictional works. Whenever possible, entries are further categorized as appropriate for either preschool through third-grade children (primary) or fourth through ninth-grade students (intermediate). Selections are rated excellent, good, or fair on criteria specified in the introduction. In addition, a chronology listing notable events and personalities in the history of women is appended. Connections between the chronology and entries in the bibliography are indicated. (RH)

ED 224 694 SE 039 733

Identifying Environmental Education. Unit 1 of 6.

Pennsylvania State Dept. of Education, Harrisburg.
Pub Date-82
Note-11p.; Units 3-6, in all likelihood, will not be completed.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum Development, Educational Needs, *Educational Objectives, Educational Planning, *Educational Quality, Elementary Secondary Education, *Environmental Education, *Interdisciplinary Approach, *Problem Solving, Program Development
Identifiers-National Science Foundation, *Pennsylvania

The constitution of the Commonwealth of Pennsylvania includes a provision mandating a quality education for each child in the Commonwealth. This is the first of six units designed for administrators and teachers to serve the Environmental Goal, one of Pennsylvania's Twelve Goals of Quality Education. The goal states that quality education should help every student acquire the knowledge and attitudes necessary to maintain the quality of life in a balanced environment. The major objective of the unit is to learn about the ideal image of environmental education in terms of major assumptions, values, objectives, and processes. Upon completing the unit, teachers/administrators should have an integrated or composite image of environmental education to provide a working framework for involvement in this area. To meet the unit's objective, background information, rationale for, and goals of environmental education are discussed in the content portion of the unit. The interdisciplinary, holistic, and problem-solving/issue-oriented nature of environmental education is also discussed. (Author/JN)

Rassekh, Shapour

Some Comments on the Socio-Economic Context of Development and Its Influence on the Evolution of Content of Education during the Next Two Decades.

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Report No.-UNESCO-ED-80/CONF. 803/6

Pub Date-Jul 80

Note-89p.; Paper presented at the International Symposium on the Evolution of the Content of General Education over the Next Two Decades (Paris, France, July 7-11, 1980).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Citizenship Education, Depleted Resources, Developing Nations, Economic Factors, Educational Administration, Educational Facilities, *Educational Needs, Educational Resources, *Educational Trends, Elementary Secondary Education, Employment Patterns, Financial Needs, *Futures (of Society), Global Approach, Political Influences, Population Trends, *Social Structure, Urbanization, *World Problems

Influencing the future structure and content of the world's educational systems are: (1) physical constraints; (2) demographic constraints; (3) social structure constraints; (4) economic constraints; (5) employment constraints; (6) financial constraints; (7) political constraints; (8) administration and management constraints; and (9) institutional constraints. Analysis of projected constraints in these areas results in proposals to meet future needs and problems. Reconciliation must be made between the school and other educational institutions (family, media, etc.), and among the school, politics, and the community. Schools should adapt to new societal conditions. Educational programs must transform attitudes to foster the conservation of irreplaceable resources and ecological needs. Developing nations, undertaking universalization of primary education, must make efforts to strike a balance between quantitative expansion and qualitative improvement of education systems. To counter adverse effects of increasing urbanization, education will have to emphasize individual spontaneity, imagination, creativity, and moral and spiritual values of collectivity, and education must further accentuate the value of tolerance toward cultural differences. Schools must develop capacity for responsible participation in public life, ensure equal opportunity in education, and must be aware of the choice between mass education and the education of an intellectual elite. Developing nations will have to formulate scientific and technological policies more systematically, devote more resources to research, and collaborate, to a greater extent, with other countries. (JD)

ED 224 833 TM 830 027

Burstein, Leigh

Using Multilevel Methods for Local School Improvement: A Beginning Conceptual Synthesis.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date- 82

Grant-NIE-G-80-0112
Note-52p.
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Data Analysis, Data Collection, Elementary Secondary Education, Evaluation Methods, *Information Utilization, *Instructional Improvement, School Districts, School Effectiveness, Test Construction, Test Interpretation, *Test Results
Identifiers-*Unit of Analysis Problems

A conceptual synthesis is presented of the ways in which multilevel methods of data collection, analysis, interpretation and reporting can be used in instructional improvement activities in local school districts. This discussion of multilevel methods in school settings focuses on the what'' of information needs and usage. Principles and understandings regarding the analysis of multilevel data pertinent to information usage in local school improvement efforts are summarized. Prototypic educational contexts where multilevel methods might be used are described. Brief illustrations of usages of multilevel methods in local educational contexts are provided. Elaboration of the concepts and possible practices for applying multilevel methods in local school improvement efforts are suggested. (Author/PN)

ED 224 345 FL 013 391

Fishman, Joshua A. And Others

The Acquisition of Biliteracy: A Comparative Ethnography of Minority Ethnolinguistic Schools in New York City. Final Report (First Part).

Yeshiva Univ., New York, N.Y. Ferkauf Graduate School of Humanities and Social Sciences.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-Feb 82

Grant-NIE-G-79-0122

Note-88p.; For related document, see FL 013 392.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Armenian, Bilingual Education, Bilingualism, *Bilingual Schools, Classroom Observation Techniques, Cultural Background, Elementary Secondary Education, English, *Ethnic Groups, Ethnicity, Ethnography, French, Greek, Hebrew, Language Acquisition, *Language Role, Oral Language, *Orthographic Symbols, Private Schools, Religious Cultural Groups, *Second Language Learning, Sociolinguistics, Teaching Methods, *Written Language

Identifiers-*New York (New York)

Factors that might influence the acquisition of biliteracy were studied in four schools in the Greater New York Metropolitan Area (an Armenian-English school, a Greek-English school, a Hebrew-English school, and a French-English school). This report, the first of two parts, was written after 2 years of study in which the second year was spent both on further data collection and on confirming and processing data. The effect of studying two different scripts, and societal, pedagogical, and dialectal influences were addressed. Based on ethnographic observations, it is concluded that: (1) the students seemed to read and write English at least as well as those in monoliterate schools, and were also reading another language reasonably well; (2) discrepant writing systems rarely posed difficulty for biliteracy acquisition; (3) discrepancies between the spoken and printed language did not seem to complicate biliteracy acquisition any more than they do for monoliteracy acquisition; (4) teaching methods appeared to be minor factors in literacy acquisition, relative to other variables influencing this process; (5) English literacy was valued as a key to success in the world at large and as a key to ethnic approbation and leadership; (6) the major literacy-related problem of the minority ethnic language school was not so much the acquisition of biliteracy but the maintenance of biliteracy past adolescence, particularly of the minority language; and (7) minority language literacy is related to kin and community, history, and religious rituals. (SW)

ED 224 410 HE 015 727

Upcraft, M. Lee And Others

Learning to Be a Residence Assistant: A Manual for Effective Participation in the Training Program. First Edition. The Jossey-Bass Series in Higher Education.

Report No.-ISBN-0-87589-539-5
Pub Date-82
Note-160p.; For related document, see HE 015 726.
Available from-Jossey-Bass Inc., 433 California St., Suite 1000, San Francisco, CA 94104 ($10.95).
Pub Type- Books (010) - Guides - Non-Classroom (055) - Tests/Questionnaires (160)
Document Not Available from EDRS.
Descriptors-College Students, *Dormitories, Higher Education, *Job Training, *Leadership Training, Program Evaluation, Program Implementation, Questionnaires, *Resident Assistants, *Student Development, Student Personnel Workers, Supervision, *Training Methods, Training Objectives, Vocabulary

A comprehensive guide on learning to become a resident hall assistant (RA) is presented; it is directed purposefully toward the trainee, and is to be used in conjunction with a training session. Chapters include: (1) Roles and Responsibilities of a Resident Assistant'' what the scope of the RA job involves, how to use this manual, and what RAs should consider before accepting the position; (2) Overview of the Training Program and Its Objectives'' training program content and closure, outline of the training sessions, course format and evaluation, program instructors, and program effectiveness; (3) Understanding Students' Academic, Intellectual, and Personal Growth during College'' (part 1 of the program itself); (4) Self-Awareness as the Basis of Effective Interpersonal Relationships'' (part 2 of the program); (5) Testing and Improving Interpersonal Skills for Effective Leadership'' (part 3); (6) Developing and Applying Group Leadership Skills'' (part 4). The final chapter offers suggestions for RAs. They are advised to: work hard at getting off to a good start; use their personal skills; build up and practice their leadership skills; understand what is expected of them; get to know their supervisor; attend to their own needs; maintain their motivation; take the initiative; be confident; and enjoy the job. The following training program aids are provided: instructor's evaluation of trainee, instructor's prediction of future RA performance, trainee's evaluation of instructor and the program, and vocabulary of affective adjectives. (LC)

ED 224 444 HE 015 778

Meeker, Robert B.

University Presses: Problems and Prospects.

Pub Date-2 Dec 82

Note-19p.

Pub Type- Historical Materials (060) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational History, *Financial Problems, *Higher Education, *Publications, *Publishing Industry, *Scholarship, *Universities

Identifiers-ERIC, *University Presses

Historical information on university presses and their problems are considered. University presses in the United States have their roots in 15th century England when the Oxford University Press was established in 1478. The first U.S. press to use the term university press'' was Cornell University; the press operated from 1869 until it was closed in 1884 due to lack of funds. Johns Hopkins University Press, established in 1878, is the oldest university press in continuous operation. Today 77 members of the Association of American University Presses face financial problems related to their desire to expand scholarly communication while faced with a small readership. University press books rarely make money; university presses stay in business essentially because of subsidies. Additional problems include a falling market due to the downturn in higher education that began in the early 1970s, an apparent movement away from purchasing scholarly monographs by university libraries, and recent unfavorable government legislation. Possible solutions to these problems include: the rise of paperbacks, dual publication, increasing foreign sales, gaining additional foundation support, and on-demand publishing. Recording or on-demand publishing is a plan for producing books only when needed; the Educational Resources Information Center (ERIC) system works in this way. It can be accessed by computer and allows users to examine documents on microfiche. (SW)

ED 224 482 IR 050 015

New Hampshire Automation Task Force. Final Report.
New Hampshire Library Association, Concord.
Pub Date-Apr 82
Note-85p.; Funded by a Library Services and Construction Act (LSCA) III grant.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Check Lists, *Computer Output Microfilm, Interlibrary Loans, *Library Automation, Library Cooperation, Library Networks, Library Surveys, National Surveys, *Online Systems, Shared Services, State Libraries, *State Programs, State Surveys, Tables (Data), *Union Catalogs
Identifiers-Library Statistics, *New Hampshire

This brief task force report looks at the current manual union catalog based in the New Hampshire State Library, and recommends the institution of a computer output microform (COM) system, and the eventual creation of an online statewide union catalog. An executive summary provides a listing of 15 specific recommendations based on a 1981 needs survey of public, academic, school, and special libraries in New Hampshire, and various studies on union catalogs commissioned from Warner-Eddison Associates, Inc. Appendices, which comprise the major part of the report, include grant submission guidelines; results of the 1981 library survey assessing the need for an automated statewide union catalog, collecting interlibrary loan statistics, and documenting the use of microform and automated equipment currently in use in New Hampshire libraries; and reports from Warner-Eddison, including the results of a survey covering the current provision of statewide union catalogs and future plans for automating these catalogs in 49 states, a discussion of concerns related to automated union catalogs, and a comparison of the advantages and disadvantages and costs of card (manual), COM, and online systems. A bibliography on statewide union catalogs is also provided. (ESR)

ED 224 502 IR 050 079

Institutional Data for Library Networks: Characteristics of Cooperative Library Organizations: Tables.

National Center for Education Statistics (ED), Washington, DC.
Pub Date- 79
Note-965p.; For related document, see ED 221 228.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF07/PC39 Plus Postage.
Descriptors-Computers, Databases, Financial Support, Libraries, Library Administration, Library Automation, *Library Cooperation, Library Expenditures, *Library Networks, Library Personnel, Library Services, Library Surveys, *National Surveys, Shared Services, Tables (Data)
Identifiers-Library Funding, *Library Statistics

This work presents eight extensive tables containing data collected in a national survey of U.S. library networks conducted in 1977 and 1978. Figures and yes/no or code notations are provided for each organization, and for state or District of Columbia (DC) totals, were applicable. Tables are organized by state and DC. Information is given on: (1) the general characteristics of cooperative library organizations; (2) participants in cooperative library organizations, by category of participant; (3) total paid and unpaid staff in full-time equivalents (FTE), by position; (4) total professional staff in FTE, by position; (5) total funds, by source of funds; (6) total expenditures, by category of expenditure; (7) major services and activities provided in cooperative library organizations; and (8) automated activity in cooperative library organizations, by type of activity. (ESR)

ED 224 521 JC 820 571

Rajasekhara, Koosappa

Follow-Up Study: 1980 Graduates.

Dundalk Community Coll., Baltimore, MD. Office of Institutional Research and Grants.
Pub Date-Mar 82
Note-39p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*College Graduates, *College Transfer Students, Community Colleges, *Employment Patterns, Graduate Surveys, Participant Satisfaction, Questionnaires, *State Norms, State Surveys, Student Characteristics, *Student Educational Objectives, Two Year Colleges, Two Year College Students, Vocational Education
Identifiers-*Maryland

A follow-up study of 1980 graduates of Dundalk Community College (DCC) was conducted to evaluate the extent to which the college had assisted the students in achieving their goals, in their participation for transfer to a senior institution, and in their career development. In early 1981, questionnaires were mailed to 201 graduates who had received associate degrees or certificates, requesting information on their educational goals and goal achievement, transfer and employment experiences, and overall evaluation of instruction and the college. Based on responses from 69% of the graduates and an analysis of student records, study findings indicated: (1) the average age of the respondents was 32 years, 96% were white, and 60% were female; (2) 56% graduated in career areas and 44% in transfer areas; (3) 45% of the graduates were pursuing further study, 76% were employed, and 11% were seeking work; (4) 86% of the graduates had achieved their goals for attending DCC; (5) 92% of the students who transferred and 94% of the career development graduates were satisfied with their preparation; (6) 89% of the transfer students chose majors related to their field of study at DCC and 72% of the career development graduates who were employed full-time also remained in a field related to their DCC major; and (7) over 95% of the graduates were satisfied with the quality of instruction and the college. The study report compares findings with statewide follow-up data and includes the questionnaire. (HB)

ED 224 540 JC 830 018

Nespoli, Lawrence A. Radcliffe, Susan K.

Employer Follow-Up, 1980. Research Report Number 28.

Howard Community Coll., Columbia, MD. Office of Research and Planning.

Pub Date-May 82

Note-30p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Graduates, Community Colleges, *Employer Attitudes, *Job Performance, *Personnel Evaluation, Questionnaires, State Surveys, Surveys, Two Year Colleges, Two Year College Students, *Vocational Education

Identifiers-*Maryland

In April 1981, a survey was conducted by Howard Community College (HCC) to gather information on the job performance of its 1980 occupational program graduates. Surveys were sent to the employers of consenting graduates who were working full-time in jobs related to their field of study at HCC, requesting information on the educational requirements of the jobs held by HCC graduates, the adequacy of graduates' college preparation, ratings of graduates' vocational training, and comparative ratings of HCC graduates and others in the work force. Of the 60 employers contacted, 53 or 88% responded. The survey revealed: (1) 33% of the jobs held by HCC graduates required an associate degree (AA) and for another 43% an AA was preferred; (2) 90% of the employers found graduates' job skills adequate or more than adequate; (3) good or very good ratings were given by over 85% of the respondents to graduates' technical knowledge, work attitudes, and work quality; (4) 57.9% of the employers indicated that HCC graduates were better prepared for employment than other employees without vocational training; and (5) 98% of the employers would hire another HCC graduate in the same area. The study report contrasts HCC findings with statewide data and includes a breakdown of survey responses by occupational program. The questionnaire is appended. (AYC)

ED 224 655 RC 013 709

Hernandez, Leodoro
Language of the Chicano. Bilingual Education Paper Series, Vol. 3, No. 1.
California State Univ., Los Angeles. National Dissemination and Assessment Center.
Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, DC.
Pub Date-Aug 79
Note-44p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Bilingual Education, Bilingualism, Community Involvement, Cultural Awareness, Cultural Differences, *Cultural Influences, Individual Characteristics, Language, *Mexican American Education, Mexican Americans, *Regional Dialects, Spanish, *Teacher Effectiveness
Identifiers-Calo, *Chicanos, Manito, *Spanish (Chicano), Spanish (Texas)

Chicano Spanish in not only a product of two languages, but also the influence of middle-class environment and immediate realities. These realities are much different from those in Mexico, even though they derive from it, having a strong relationship to all factors that constitute social level and status. Three principal dialects are: Tex-Mex, spoken in Texas; Manito, spoken in New Mexico, Arizona, and Colorado; and Calo, spoken in California. Chicano Spanish is not something to be ignored; it's the mother tongue of several million Chicanos and their only link to their culture. When teachers know what makes Chicanos tick, where they're coming from, they can be much more effective in improving the educational level of Chicanos. The Bilingual Education Act of 1968 brought about a rash of crash programs to educate children in two languages. Because the Chicano spoke broken English and/or had a Spanish surname, it was assumed the language they were comfortable with was Spanish; no real assessment was made. Bilingual teachers must know who the student is, their knowledge level of Spanish, and the type of Spanish used. Every child speaks the language of the family and community; therefore, family and community must be involved in bilingual education. (AH)

ED 224 674 RC 013 731

Charles, Roger

How to Build a School: The Process of Capital Funding.

Ontario Indian Education Council, Toronto.

Pub Date-Mar 82

Note-28p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Administrator Guides, *Canada Natives, *Capital Outlay (for Fixed Assets), Cost Effectiveness, *Federal Regulation, Foreign Countries, Government School Relationship, Guidelines, *School Buildings

Identifiers-*Canada

The guide is intended to simplify and identify procedures taken by the federal government to approve, construct, and evaluate a Department of Indian Affairs capital school building project. The approach involves extracting the basic information provided in a number of government publications and dividing the various elements into specific chapters. The first chapter explains how the Prime Minister and his Cabinet determine where and why the money goes to each department. Chapter 2, building a school, is divided into the following specific topics: project identification, project planning, design phase, construction phase, tender, day labour plan, construction, and evaluation. The final chapter explains the concept of benefit-cost analysis or, in other words, whether the benefits of building a school on a given reserve are equal to or greater than the costs. The guide stresses that the reader keep in mind that the descriptions of stages are stripped to their simplest levels and that what is presented is how the process of decision-making should occur in theory. (AH)

ED 224 714 SE 039 835

Yakes, Nancy Ann

Communication and Information Theory: A Curriculum Guide for the School of Natural Resources.

Pub Date-Aug 82

Note-173p.; Master's Thesis, University of Michigan.

Pub Type- Dissertations/Theses - Masters Theses (042) - Reports - Descriptive (141) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC07 Plus Postage.

Descriptors-*Communication (Thought Transfer), *Course Content, *Course Descriptions, Curriculum Development, Curriculum Evaluation, Curriculum Guides, Decision Making, *Environmental Education, Higher Education, Information Dissemination, *Information Science, Information Sources, *Information Theory, Mass Media

Beginning in fall 1981, a course in communication and information theory was offered at the School of Natural Resources (University of Michigan). Throughout the course, emphasis was placed on comparing communication strategies and effectiveness as well as providing models for interdisciplinary research and data management. Case study materials and decision-making activities were frequently employed. Issues covered were derived from reports of United Nations Educational, Scientific and Cultural Organization (UNESCO) International Commission for the Study of Communication Problems and other UNESCO materials on the New International Information and Communication Order. A brief description and evaluation of the course, the 12 course units, and bibliography are provided in this document. Unit 1 is the course overview/introduction. Units 2 and 3 focus on the nature of information (objectivity/observables and interpretation). Units 4-6 focus on sources (indexing for management, information theory and integrative research, and information management models). Units 7-9 address information dissemination concerns (communication theory, mass media, and alternative media). Decision-making and effective communication, information technology and futures, and international information concerns are considered in units 10-12 respectively. Course outline, reading list, and course evaluation form are included in an appendix. Overall favorable student/teacher reaction to the course is reported. Revisions based on student/teacher evaluations are noted. (Author/JN)

ED 224 754 SO 014 432

Shaver, James P.

Making Research Useful to Teachers.

Pub Date-26 Nov 82
Note-30p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Boston, MA, November 26, 1982).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Educational Research, Elementary School Teachers, Elementary Secondary Education, Problems, Researchers, *Research Utilization, Secondary School Teachers, Social Studies

Teachers do not intentionally use or consider research findings in making teaching decisions. This lack of use is usually blamed on research deficiencies; e.g., educational research does not address the realistic demands of classroom teaching, research findings are inconsistent, and research articles are difficult to obtain and read. A major difficulty is that teachers and researchers have different orientations, as well as different reference groups which set and apply divergent standards of professional achievement. For example, the American Educational Research Association encourages research aimed at the interests of academicians, not teachers. There are many problems to implementing any solutions. One proposed solution is to shift from a research to a research and development orientation. But such a shift would conflict with the researchers yearning to be social scientists and with the academic standards often applied in judgments of their work. Another solution is to encourage research by teachers. But, without relief from teaching demands, where would teachers find the time and energy for such efforts? Making research reports more readable is difficult because of the over-sophistication in statistical analysis. Despite the complex problems, dialogue between teachers and researchers might move educational research toward greater usefulness. (RM)

ED 224 775 SP 021 332

Dunn, John M.

Adaptive Physical Education: A Resource Guide for Teachers, Administrators, and Parents.

Oregon State Div. of Mental Health, Salem.

Pub Date-Jun 79

Note-50p.

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Adapted Physical Education, Educational Legislation, Elementary Secondary Education, Exceptional Persons, *Individualized Education Programs, Mainstreaming, Movement Education, *Physical Activities, Physical Education Facilities, *Resource Materials, Student Evaluation, *Student Placement

This booklet, designed to assist school districts in providing appropriate physical education experiences for developmentally disabled students: (1) describes legislative requirements which mandate physical education services for handicapped students; (2) discusses physical education and individualized education programs (IEPs); and (3) includes special education references which teachers can use to implement appropriate programs. A discussion of the implications of Public Law 94-142 (Education for All Handicapped Children Act of 1975) and of Section 504 of the Rehabilitation Act of 1973 covers major concepts of these laws and the rights of handicapped students. A discussion concerning physical education and IEPs deals with participants in IEP decision making; the content, goals and objectives of an IEP; and student placement. Techniques for adapting physical education activities and equipment are presented. Information is provided about resource materials on implementing physical education services for the handicapped. References for tests, curricular materials, and books are included. The appendixes include examples of an IEP and a task analysis, and illustrations of sign language used in a physical education context. An outline is included of the process which a committee can use to provide services to handicapped students. (JD)

Thompson, Donald E.

School-Based Evaluation: A Stakeholder's Approach.

Pub Date-Mar 82
Note-15p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Audiences, Evaluation Criteria, *Evaluation Methods, Field Studies, Formative Evaluation, *Models, *Program Evaluation, Program Improvement, Research Utilization
Identifiers-Evaluation Utilization

To examine programs currently in place, an evaluation model was designed to insure inclusion of all those who have a stake in program performance. The evaluation design includes: (1) a set of researchable questions which are to be answered by the evaluation, each question referenced to one or more appropriate audiences; (2) for each question, the items, measures, and data sources to be used, with empirical estimates of quality for each item-source combination; (3) the collection procedure (instruments and user guides) to be employed for each item, and a schedule for collection; (4) a sampling plan for all samples to be used in the evaluation; (5) an analytical plan, to include data maintenance and quality control, aggregation rules (for items, constructs, program components), and statistical treatment; (6) a reporting plan, tailored to the needs of each audience; and (7) a complete management and staffing plan to implement the evaluation design. The implementation of this evaluation model is discussed in the framework of field studies of programs in place, an evaluation of the needs of users, technical limitations on the design, and the formulation of the design. (Author/PN)

ED 224 325 FL 013 363

Hoppe, Ronald A. Kess, Joseph F.

The Acquisition of Metalinguistic Abilities.

Pub Date-82

Note-24p.; Paper presented at the International Conference of the AILA Commission on Psycholinguistics, First and Second Language Learning: Similarities and Difference'' (1st, Milan, Italy), November 1-3, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Ambiguity, *Child Language, Comprehension, Concept Formation, Elementary Education, Elementary School Students, *Language Acquisition, Language Research, *Linguistic Competence, *Metacognition, Second Language Learning, Semantics, *Syntax

Identifiers-*Metalinguistics

The acquisition of the metalinguistic abilities involved in ambiguity detection and resolution was studied with children. It is suggested that metalinguistic abilities may serve as potential test measures for facility in learning a second language. School children (ages 3, 5, 7, 9, 11, and 13) were tested for their ability to detect ambiguous sentences and their ability to provide multiple interpretations for common ambiguity types in the areas of lexicon and syntax. An extensive review of the literature and a pilot study on the development of metalinguistic ability of children are presented. In the pilot study, each child was asked to give two meanings of ambiguous sentences. An equal number of sentences were lexically ambiguous, ambiguous at the surface level, and ambiguous at the underlying level. Results with the 5 year olds show that they were not perceiving two meanings of the ambiguous sentences. A steady increase with age in the perception of two meanings was demonstrated. At each age level, the lexically ambiguous sentences were generally easier than the structually ambiguous ones. The 13 year olds perceived two meanings for almost all of the lexically ambiguous sentences and about half of the structurally ambiguous sentences. The current findings and those of previous research suggest that metalinguistic ability to detect ambiguity is not completely developed by the age of 13. It is suggested that a relationship may exist between the abilities to detect ambiguity and to acquire a second language. (SW)

ED 224 362 HE 015 624

Dressel, Paul L. Marcus, Dora

On Teaching and Learning in College. Reemphasizing the Roles of Learners and the Disciplines. First Edition. The Jossey-Bass Series in Higher Education.

Report No.-ISBN-0-87589-543-3
Pub Date-82
Note-241p.
Available from-Jossey-Bass Inc., 433 California St., San Francisco, CA 94104 ($16.95).
Pub Type- Books (010) - Reports - Descriptive (141)
Document Not Available from EDRS.
Descriptors-*College Faculty, *College Instruction, *College Students, Course Objectives, Course Organization, Educational Technology, *Higher Education, *Intellectual Disciplines, *Learning, Teaching Styles

College education is examined with focus on what students need to learn to maximize their full human potential. Part 1, Teaching, Learning, and the Purpose of Education,'' examines: teaching styles and effects on learning; the goals of teaching; education as a humanizing experience; and enriching learning through technology. Part 2, Teaching within Academic Disciplines'' discusses: the role of the disciplines; redefining characteristics of the disciplines; teaching within the disciplines; and learning through transdisciplinary teaching. Bridging the Disciplines in College Teaching'' in part 3 examines the adaptation of courses and programs to a transdisciplinary context and reexamines the role of teachers. Several conclusions are offered for debate: (1) the primary role of education is humanizing rather than disciplinary mastery; (2) disciplines are not so distinctive, yet cannot be dealt with in a unitary fashion; (3) effective teaching can be reached only when the characteristics of the disciplines and the complex interrelations among them are recognized; and (4) no one method of teaching is effective for all teachers or all students. Several desirable teacher characteristics are suggested: interest in and respect for individuals, their aspirations, and their potentials; pervasive yet directed curiosity; continuing self-appraisal; able communications and demonstration of ideas; honesty; a sense of humility; and ethics. References and an index are provided. (LC)

Jacobson, Carol R.
Instructional Development Report. Outstanding Teachers: How Do UND Students Describe Them?
North Dakota Univ., Grand Forks. Office of Instructional Development.
Pub Date-82
Note-17p.; For related documents, see HE 015 749-752.
Available from-Office of Instructional Development, Box 8161, University Station, Grand Forks, ND 58202.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Faculty, College Students, Communication Skills, Higher Education, Individual Characteristics, Institutional Research, Knowledge Level, *Student Attitudes, *Student Evaluation of Teacher Performance, *Student Teacher Relationship, *Teacher Characteristics, *Teacher Effectiveness, Teacher Role, Teaching Methods
Identifiers-*University of North Dakota

Characteristics of outstanding faculty are considered, based on descriptions provided by 46 University of North Dakota students who were nominated for the university's 1982 Outstanding Teacher Awards. Based on descriptions in the students' own words, 124 separate characteristics were identified, and categorized as follows: teacher-student relationships, knowledge and enthusiasm for the subject matter, teaching strategies, communication skills, and the teacher as a person. Teacher-student relationships received the most comments. Students' own relationships with teachers were valued more highly than a teacher's actual performance in the classroom. Students want teachers to be sensitive to them as individuals as well as students, and to be interested in their academic and nonacademic growth. According to the students, an outstanding teacher establishes a relationship with students that motivates and excites them about the subject matter and encourages intellectual thinking and academic discipline. Students want to be made aware of changes, new discoveries, public issues, and criticisms regarding the subject matter, and want teachers to spend time preparing and organizing class instruction and searching for new and interesting ways to present the subject. Students appreciate effective teaching skills appropriate to the content, objectives, and clients. Outstanding teachers feel a responsibility toward education, are continually learning and expanding beyond their fields, and are working for quality teaching and learning inside and outside the university. Specific student comments are appended. (SW)

ED 224 462 IR 010 492

Dermer, Steve

Learning Centers: A Sensible Approach.

Pub Date-Apr 82

Note-35p.

Pub Type- Guides - Classroom - Teacher (052) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Annotated Bibliographies, *Class Organization, Elementary Secondary Education, *Evaluation Criteria, Guidelines, Individualized Instruction, Instructional Materials, *Learning Activities, *Learning Centers (Classroom), Literature Reviews, *Program Implementation, *Use Studies

An annotated bibliography approach was used in this report of a literature review/study designed to determine the effectiveness of learning centers in the classroom and to give classroom teachers a carefully planned system to ensure successful use of learning centers. The first section, which explains the rationale of using learning centers in the classroom, focuses on the need for individualization and activity-oriented materials. A definition of an effective and well-managed learning center is provided in the second section, which includes information on factors which detract from or interfere with learning center effectiveness, and suggests specific strategies needed to create successful learning centers. The third section explores the wide variety of learning centers possible, and discusses the use of learning centers in all curriculum areas and with all age groups. In addition to their annotations in the main sections of this paper, 34 books and journal articles are listed as references. A summary, conclusions, and recommendations conclude the report. (Author/LMM)

ED 224 580 PS 013 248

Ehrlich, Marc I.

Psychofamilial Correlates of School Disorders.

Pub Date-Oct 82

Note-22p.; Paper presented at the Annual Meeting of the National Council on Family Relations (Washington, DC, October 12-16, 1982).

Pub Type- Speeches/Meeting Papers (150) - Guides - Non-Classroom (055) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Behavior Problems, Family Characteristics, Family Influence, *Family Problems, *Family Relationship, *Family School Relationship, Foreign Countries, Learning Disabilities, *Learning Problems, Models, Psychoeducational Clinics, *Psychoeducational Methods, Systems Approach

Identifiers-Mexico, *Theoretical Analysis

A child's school disorder can, and most often does, exist within the complexity of the family's transactional patterns and must be dealt with in this context. To do so, a conceptual model of family dynamics is needed. Minuchin (1979) offers a theoretical framework to help structure such a model. He and his colleagues identified five common transactional patterns among families of psychosomatic children and coined the term psychofamilial'' to describe the link which appears to exist between school disorders and family functioning. These characteristics are enmeshment, overprotectiveness, rigidity, lack of conflict resolution, and the child's intrusion into marital conflict. Psychoeducational therapy provided at the Center for Educational Development, Anahuac University, Mexico City, for children and adolescents diagnosed as having a wide assortment of learning and behavioral difficulties attempts to strengthen the marital dyad and to integrate the child's academic, cognitive, and affective experience. Applications of this model indicate that the therapist intervening with Hispanics should be sensitive to the family power hierarchy, the masculine ideal of machismo, and the respectful behavior of Hispanics in the presence of authority figures. Lack of attention to these transactional patterns may result in additional conflict between therapeutic efforts and family dynamics centered on the child's symptoms. (RH)

ED 224 599 PS 013 270

Advertising Directed at Children: Endorsements in Advertising. Reports by the Committee on Consumer Policy.

Organisation for Economic Cooperation and Development, Paris (France).

Report No.-ISBN-92-64-12276-1

Pub Date-82

Note-65p.; Published in French under the title, Publicite destinee aux enfants attestations a des fins publicitaires.''

Available from-OECD Publications and Information Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, DC 20006-4582 ($6.00; shipping free on pre-paid orders).

Pub Type- Reports - Research (143) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Advertising, *Children, *Codes of Ethics, Comprehension, *Consumer Protection, Foreign Countries, Health, *Legislation, *Mass Media, Nutrition, Parent Child Relationship, Questionnaires, Safety

Identifiers-Organisation for Economic Cooperation Development

In the framework of its activities concerning marketing practices, the Committee on Consumer Policy, Organization for Economic Co-operation and Development, has examined the subjects of advertising directed at children and endorsements in advertising. These subjects raise common problems in member countries and result in a variety of responses. The report on advertising directed at children is based on a questionnaire to which 19 member countries responded; the report on endorsements in advertising has been drawn up on the basis of information received from 16 member countries. Both reports examine the various methods of advertising employed, the major areas of concern, and the existing regulatory frameworks and voluntary arrangements. Both also suggest a number of policy solutions for consideration by member countries. Appendices to the first study report results of a survey on advertising directed toward children in Japan and results of a recent study in Sweden on toy packaging. (Author/RH)

ED 224 617 RC 013 617

Serving Rural Learning Disabled Children. Final Report: July 1, 1981 - June 30, 1982.

Lake Region Special Education Cooperative, Devils Lake, ND.
Spons Agency-North Dakota State Dept. of Public Instruction, Bismarck.
Pub Date-82
Note-163p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Evaluation Methods, Higher Education, *Inservice Teacher Education, *Learning Disabilities, Program Costs, Program Descriptions, Program Evaluation, Questionnaires, *Rural Areas, Rural Education, *Special Education Teachers, State Federal Aid, *Teacher Certification, *Teacher Education Programs, Teacher Selection, Teacher Shortage
Identifiers-Elementary Secondary Education Act Title IV C, *North Dakota

The project was sponsored by the Lake Region Special Education Program, a special education cooperative serving 22 school districts of rural northeastern North Dakota. Funding for the 2-year project came from ESEA Title IV-C, state, and local agencies. The major goals of the project were to train and educate personnel so that at the end of the project, they would fully meet state certification requirements for teaching learning disabled (LD) students and continue in future years to serve children in the Lake Region area. A secondary goal was to provide immediate services for approximately 150 students in the area. This final report, covering July 1, 1981-June 30, 1982, provides details concerning the selection criteria and training of the teachers through university courses and inservice administered by the University of North Dakota. Three approaches used to evaluate the project are described. Forms used in a survey which compared LD teacher training methodology and the third party evaluation report are included. Additionally, the report contains: budget data, job descriptions, financial statements, evaluation worksheets, and other data compiled during the project. (AH)

ED 224 636 RC 013 690

Robb, Gary M., Ed.

The Bradford Papers. Volume I, Proceedings from the 1980 Institute on Innovations in Camping and Outdoor Education With Persons Who Are Disabled.

Indiana Univ., Bloomington. Dept. of Recreation and Park Administration.

Spons Agency-American Camping Association, Martinsville, Ind.; Office of Special Education (ED), Washington, D.C.

Pub Date-80

Note-94p.; For related document, see RC 013 691. Prepared at the Outdoor Education, Recreation and Camping Center located at Bradford Woods, Martinsville, Indiana.

Available from-Indiana University/Bradford Woods, 5040 State Road 67 N., Martinsville, IN 46151 ($5.00 each; set of vol. 1 and vol. 2 $10.00).

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adolescents, Adults, *Camping, Children, Curriculum Development, *Disabilities, *Experiential Learning, Mental Retardation, Models, *Outdoor Activities, *Outdoor Education, Rehabilitation

Identifiers-*Canoeing, Handicapped Unbound Program AZ, Kayaking

Presented in written form are nine workshops given at the 1980 Institute on Innovations in Camping and Outdoor Education With Persons Who Are Disabled held at Bradford Woods, Indiana. Topics of presentations include: an overview of efforts in outdoor education for the disabled; a description of the Sunrise Model, a curriculum for outdoor education and outdoor therapy; Vinland National Center's promotion of health sports for the disabled; canoeing and kayaking for the physically disabled; results of an evaluative research study pertaining to 2-week vs. 6-week camping for handicapped boys; experiences of accessibility when temporarily handicapped''; development of model camps responsive to individual needs of special children; special education in the out-of-doors; and a description of the Handicapped Unbound Program for the severely and profoundly mentally retarded adults in Coolidge, Arizona. An evalution of the conference concludes the proceedings. (ERB)

ED 224 695 SE 039 734

Identifying Environmental Education. Unit 2 of 6.
Pennsylvania State Dept. of Education, Harrisburg.
Pub Date- 82
Note-11p.; Units 3-6, in all likelihood, will not be completed.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Development, Cognitive Processes, *Curriculum Design, *Curriculum Development, *Developmental Stages, Educational Quality, Elementary Secondary Education, *Environmental Education, Moral Development, *Values
Identifiers-National Science Foundation, *Pennsylvania, Piagetian Theory

This is the second in a series of six units for administrators and teachers to serve the Environmental Goal, one of Pennsylvania's Twelve Goals of Quality Education. The environmental goal states that quality education should help every student acquire the knowledge and attitudes necessary to maintain the quality of life in a balanced environment. The objective of this unit is to learn about Piaget's developmental theory and its implications for designing environmental education curriculum. Topics discussed in the unit include: (1) nature of environmental education and its processes; (2) Piaget's developmental theory of learning; (3) transition between representational and formal thinking; (4) cognitive development, values, and environmental education; (5) list of values extracted from the philosophy of Ralph Barton Perry which provide guidance to facilitate transition to formal operations and to the learning of environmental education; and (6) implications of developmental theory for environmental education curriculum. A short unit test (with answers) is provided. (Author/JN)

Dill, Bonnie Thornton

Survival as a Form of Resistance: Minority Women and the Maintenance of Families.

Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-Sep 82
Note-29p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September, 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Blacks, Chinese Americans, *Ethnic Discrimination, *Family (Sociological Unit), *Females, Labor Force, Mexican Americans, *Minority Groups, *Racial Discrimination, Slavery, United States History

Black, Hispanic, and Chinese Americans resisted oppression in 19th century United States by maintaining a strong family unit. As second class citizens, these groups were denied rights of citizenship and protection of the law. They experienced not only economic exploitation, but political and social domination as well. Responses to cultural assaults on these racial/ethnic groups were varied. In some cases they adopted patterns of behavior in direct contradiction to the expectations and desires of the dominant group. For example, black women withdrew from field labor and focused on domestic life after slavery. Chinese families used the discriminatory legal system to their favor. Chinese laborers could not bring spouses to the United States nor could they marry whites. However, when the 1882 San Francisco earthquake destroyed municipal records, many Chinese claimed American birth and thus became eligible to bring relatives (either real or fabricated) into the country. Hispanic women sacrificed and modified traditional norms to maintain family cohesion by becoming part of the labor force in answer to a wage labor system that did not provide the man with enough money to support his family. (Author/KC)

ED 224 834 TM 830 028

Paulman, Ronald G. Kennelly, Kevin J.

Test Anxiety and Ineffective Test Taking: Different Names, Same Construct?

Pub Date-Aug 82
Note-28p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Affective Measures, *Cognitive Processes, Higher Education, Learning Processes, Memory, Student Evaluation, Study Skills, *Test Anxiety, *Testing Problems, *Test Wiseness
Identifiers-Encoding, Raven Progressive Matrices, *Retrieval (Memory)

The relative contributions of test anxiety and exam-taking skills to information-processing deficits were investigated in a dual-task paradigm comparing high and low test-anxious students with either good or poor exam-taking skills. Sixty-four undergraduate students (21 males, 43 females) were selected based upon pre-test scores on the Test Anxiety Scale (TAS) and the Exam Behavior Scale (EBS). Students scoring above 20 on the TAS were classified as high test-anxious'' while those with TAS scores below 15 were identified as low test-anxious.'' Subjects were further characterized as possessing good exam-taking skills'' if their EBS scores exceeded 20 and poor exam-taking skills'' if their scores were below 19. The Raven Advanced Progressive Matrices and Digit Span tasks were alternately completed either separately or concurrently. Subjects completed the Cognitive Interference Questionnaire and underwent a debriefing interview. Findings suggest that both test anxiety and test-taking abilities independently influence cognitive problem solving in the evaluative setting. Specifically, the possession of good exam-taking skills serves to compensate for anxiety-induced declines in information-processing capacity. Nevertheless, despite such strategies, these processing deficits become apparent with increasing task demands. (Author/PN)

ED 224 378 HE 015 641

Brown, Charles I.

The White Presence on the Black Campus: Some Questions and Answers.

National Association for Equal Opportunity in Higher Education, Washington, D.C.

Pub Date-29 Apr 78

Note-12p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University. The paper was also presented at the Annual Meeting of the National Association for Equal Opportunity in Higher Education (3rd, Washington, DC, April 29, 1978).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Attitudes, Administrators, *Black Colleges, Black Students, Black Teachers, *College Desegregation, *College Environment, College Faculty, College Students, Higher Education, *Racial Relations, Student Attitudes, Student College Relationship, Student Educational Objectives, Student Teacher Relationship, Teacher Attitudes, *Whites

Findings regarding white students, faculty, and administrators on the black college campus are reviewed. Studies indicate that the typical white student at a traditionally black campus in the South is a native of the Southern region, 27-30 years old, and likely to be married. The student has both pleasant and unpleasant experiences related to problems of adjustment and acceptance, and usually has not sought special help. White students often attend the black college primarily to get an education and not to participate in social or extracurricular activities. The most comprehensive profile of the white faculty on the black campus has been drawn by Paul Decker (1955), who investigated 20 colleges in 10 states. Principal findings include the following: 40 percent had no particular reason for working in a black college; 20 percent were working because of an interest in race relations; teachers did not think of their students in terms of race any more than do other teachers; relationships with students were close and rewarding; 95 percent of the white teachers claimed good rapport with their black colleagues; and 64 percent lived in a black community. Findings of a survey of white administrators at several public and private historically black institutions included the following: 53 percent of the administrators stated that their institution actively recruited white students; white students' chief adjustment problem after enrollment was their reluctance to express opinions freely in front of black classmates and black professors; and 59 percent of the administrators felt their campuses did not need a special orientation program solely for white students. (SW)

Carsrud, Alan L.
Undergraduate Research: Assumptions and Expectations.
Pub Date-25 Aug 82
Note-10p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 25, 1982).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Educational Objectives, Higher Education, Majors (Students), *Psychology, Research Methodology, Research Projects, *Research Skills, *Scientific Methodology, Student Participation, *Student Research, *Undergraduate Students

Assumptions that many academic psychologists have concerning the undergraduate research experience are reviewed, and comparisons are made to the educational process in the physical and natural sciences. In addition, the development of undergraduate research conferences is discussed in terms of some general assumptions about science education in psychology. The assumption that a few good methods courses in the undergraduate psychology curricula are sufficient is challenged. It is suggested that the usual course offerings in psychology provide little direct experience with the majority of the techniques and methods, and that the nature of the techniques taught in the research methods courses are biased by the research interests of the instructor. A second assumption is that the goal of the undergraduate curriculum is to prepare students for the demands of graduate education. It is noted that the majority of baccalaureate graduates never go on for advanced degrees in psychology. The University of Texas, Austin, encourages students considering graduate school to undertake additional research courses. A third assumption challenged is that teaching undergraduates to do research will not be helpful in attaining tenure. Although it is the faculty member's own research efforts that are typically rewarded, an undergraduate researcher might be integrated into the established research programs of the faculty. Finally, the assumption that it is better to have undergraduates do a mediocre study than no study at all is acknowledged, since it is important to increase the awareness of research techniques for all undergraduate majors, while at the same time encouraging good and potentially original research. (SW)

ED 224 445 HE 015 779

Kelly, Michael Kitabchi, Gloria

Financial Exigency and Faculty Dismissals: Guidelines for University Administrators.

Pub Date-Mar 82

Note-27p.; Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Washington, DC, March 2-3, 1982).

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-College Administration, *College Faculty, *Court Litigation, Departments, Due Process, Employment Practices, *Financial Problems, Higher Education, Legal Problems, Operating Expenses, Personnel Policy, Private Colleges, Reduction in Force, *Retrenchment, Standards, State Colleges, *Teacher Dismissal, *Tenure

Identifiers-*Financial Exigency

The legal developments regarding dismissal of tenured faculty members because of financial exigency are considered. Attention is directed to, the ability of the public or private institution to dismiss and the constitution of a state of financial exigency and a bona fide dismissal. A standard for claiming financial exigency that was suggested by the American Association of University Professors (AAUP) in 1976 was that the institution would have to close if tenured faculty were not dismissed, and that other remedial measures must be instituted prior to dismissing tenured faculty. The courts have not adopted this AAUP survival standard,'' rejecting the contention that capital assets need to be invaded to alleviate existing financial problems. The judicial definition allows an institution to take necessary measures to reduce financial hardship before the situation becomes irreversible. The financial hardship may be limited to a single department or a college of the institution. Once a governing body has declared that a state of financial exigency exists, the court will allow much deference to that discretionary decision in the absence of facts indicating a totally unreasonable or capricious decision. The courts have accepted the AAUP position that dismissals of tenured faculty due to financial exigency must be demonstrably bona fide. It is suggested that administrators need to have a working knowledge of the case law in this area; examples are cited. (SW)

ED 224 483 IR 050 022

Mason, Marilyn Gell

The Federal Role in Library Networking.

Spons Agency-Office of Libraries and Learning Technologies (ED), Washington, DC.
Pub Date-Feb 82
Note-113p.
Pub Type- Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Consortia, Federal Aid, *Federal Government, *Government Role, Information Services, Library Cooperation, *Library Networks, Library Planning, *National Programs, Public Support, Shared Services
Identifiers-*Federal Agencies

This paper examines library network activity in the United States and the past, present, and future roles of the federal government in nationwide library networking. The first chapter describes the history and development of library networks and defines terms used in the report. An examination of the current status of networks in the second chapter includes an outline of some of the most critical issues confronted and descriptions of four major information utilities and 21 state or multi-state service centers. Seven federal agencies specifically concerned with library networking are described in the third chapter, with particular attention given to the Library of Congress (LC) and the Office of Libraries and Learning Technologies Federal Library Committee (FLC). The fourth chapter outlines networking issues of specific concern to the federal government, explores interrelationships among the federal agencies involved with library networking, and identifies political and economic trends which affect the agencies. The role and future strategies of the federal agencies in networking are examined in the fifth chapter, which presents six objectives for future federal participation in library networking based on the decentralized development of library networks in response to local and regional service needs, and the historically supportive but non-directive federal role in this process. A 72-item bibliography concludes the report. (ESR)

ED 224 503 IR 050 081

Smardo, Frances A.

A Comparison of the Effectiveness of Three Types of Public Library Story Hour Programs in Improving the Receptive Language of Children Three, Four, and Five Years of Age.

North Texas State Univ., Denton.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-Jul 82

Grant-NIE-G-81-0013

Note-38p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Childrens Literature, Comparative Analysis, Comparative Testing, Filmstrips, *Listening Comprehension, *Listening Comprehension Tests, Public Libraries, *Receptive Language, *Story Reading, *Story Telling, Tables (Data), Videotape Recordings, Young Children

Identifiers-Dallas Public Library TX

The use of videotape, 16mm film, or personally conducted programs in the Dallas Public Library story hours was studied to determine the effectiveness of the three methods in improving the listening skills of preschool children of varying socioeconomic levels. This report of the 1981/82 research project provides information on sample size throughout the study, and on post-testing procedures using the Test of Basic Experiences (TOBE) and a final protocol test. A statistical analysis of data and findings looks at the TOBE and protocol scores as they relate to six hypotheses. Seventeen tables are included. A brief list of references precedes a discussion of the study and a summation of conclusions, implications, and recommendations for further research. A study dissemination plan is given which involves presentations, a slide/tape package, a monograph, and articles for publication; an examination of reasons why established study goals were not met; a note of the project's duration; and an explanation of expenditures. Four appendices comprise a list of films and corresponding books used at story hours during the project, a list of questions for the post-test protocol, and two sample cover letters sent with the study monograph to academic institutions and public or state libraries. (ESR)

ED 224 541 JC 830 019

Nespoli, Lawrence A. Radcliffe, Susan K.

Student Evaluation of College Services. Research Report No. 29.

Howard Community Coll., Columbia, MD. Office of Research and Planning.

Pub Date-Jun 82

Note-54p.

Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Ancillary School Services, Community Colleges, Cooperative Education, Counseling Services, Day Care, Full Time Students, Part Time Students, *Program Evaluation, Questionnaires, School Surveys, Student Attitudes, Student Needs, *Student Personnel Services, Two Year Colleges, *Two Year College Students, Use Studies

In spring 1982, a survey was conducted to determine student use of and satisfaction with the various academic and support services provided by Howard Community College (HCC). Students were asked to rate 62 services in the following areas: counseling and advising, admissions, records, financial aid/veterans' affairs, intramural and intercollegiate activities, security, and other services. Special concerns related to cooperative education and child care were also addressed. Of the 3,323 students registered that term, 102 full-time and 144 part-time students participated in the evaluation. Their responses revealed that: (1) almost 70% of the full-time and 60% of the part-time students had used the counseling center at least once, with academic advising the most used service; (2) using a scale on which 5 excellent, 4 good, 3 satisfactory, 2 fair, and 1 poor, HCC student services received an overall rating of 3.63 from full-time respondents and 3.59 from part-time respondents; (3) only three services received less than an overall rating of 3.0, i.e., timeliness of transfer evaluations, information on intercollegiate games, and information on intramurals; (4) only 36.6% of the full-time and 12.7% of the part-time students were aware of HCC's cooperative education program; and (5) about 40% of the full-time and 56% of the part-time students indicated a need for child care at HCC. The questionnaire and a sample of student comments are appended. (AYC)

ED 224 560 PS 013 079

Redleaf, Rhoda

Field Trips: An Adventure in Learning.

Minnesota Curriculum Services Center, White Bear Lake.; Toys 'n Things Training and Resource Center, St. Paul, Minn.

Spons Agency-Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Pub Date-80

Note-82p.

Available from-Toys 'n Things Press, 906 North Dale, St. Paul, MN 55103 ($7.95, plus $1.50 shipping and handling).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Child Caregivers, Day Care, Early Childhood Education, *Field Trips, Guidelines, *Inservice Teacher Education, *Learning Activities, *Learning Processes, Planning, Postsecondary Education, Preschool Teachers, Resource Materials, Safety

Designed primarily to assist instructors offering courses for early childhood personnel, the material in this resource book conceptualizes field trips as a total learning experience requiring careful planning for specified information to be learned. The material is divided into three units, each with a different focus. The first unit provides a theoretical overview emphasizing how children learn through experience. The second unit deals with the curriculum content of field trips. This section includes a large number of activities and resource materials which focus on the content of specific trips and describes how each might be used to encourage language development, promote sensory perception, develop problem-solving abilities, etc. Also included in this unit are eight learning adventure sheets'' which suggest activities to use before and after trips to make the trips more meaningful to children. In addition, psychological and emotional factors affecting children are discussed in this unit. The third unit deals with the necessary but more mechanical details of planning for trips such considerations as transportation, timing, and arranging for extra help. The resource materials provided include forms, checklists, and guidelines geared to facilitate children's remembering essential details. In conclusion, suggestions for further reading are offered. (RH)

ED 224 656 RC 013 710

Ramirez, Arnulfo G.

Attitudes Toward Speech Variation Among Spanish/English Bilingual Pupils: Some Implications For the Teacher and Learner. Bilingual Education Paper Series, Vol. 2, No. 7.

California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, DC.
Pub Date-Feb 79
Note-29p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Bilingual Students, Code Switching (Language), Elementary School Students, Elementary Secondary Education, *Language Attitudes, Language Usage, *Language Variation, *Literature Reviews, *Mexican Americans, Secondary School Students, Student Attitudes, Student Evaluation, Student Teacher Relationship, *Teacher Attitudes

Results of 11 investigations of various problems facing Mexican American and other linguistic minority children in the classroom are summarized. Conducted between 1972 and 1978, the studies are divided into studies dealing with teacher attitudes toward speech variation, elementary and secondary school pupil attitudes toward speech variation and attitudes toward language variation with some implications for the learner and the teacher. The studies examined the language of the Mexican American child; linguistic performance in Spanish and English; the standard and non-standard linguistic features present; language variability, including code switching; language attitudes and their impact on the child's self-concept and cross-ethnic relationships; teacher and student language attitudes and their relationship to achievement among bilingual students; teacher evaluation of the language and personality of ethnic children; teacher and student interaction patterns and student performance; the effects of speech style and other attributes on teachers' attitudes toward pupils; linguistic attitudes of teachers; and adolescents' reactions toward speakers of standard English and Mexican American accented English. Appended are a sample of the CERAS Bilingual Attitude Measure (a matched-guise instrument consisting of 28 passages based on 4 paragraphs written in 7 guises) and the key to the phonological, morphological, and syntactical variations. (NQA)

ED 224 675 RC 013 732

Charles, Roger

Report on Legislation on Indian Education.

Ontario Indian Education Council, Toronto.

Pub Date-Jan 81

Note-25p.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*American Indian Education, *Canada Natives, Elementary Secondary Education, *Federal Indian Relationship, Federal Legislation, Foreign Countries, Public Schools, State Legislation
Identifiers-Canada, *State Tribal Relationship, *Tribally Controlled Schools

The purpose of the paper is to provide an overview of legislation, federal and provincial, affecting Indian education in Canada. Throughout the paper the following developments are noted: under the British North America (BNA) Act, education was put under the jurisdictional control of the provinces while Indians were the responsibility of the Federal Government; the Indian Act now requires the Minister responsible to enter into agreements with the provinces with regard to education; the number of Indian children attending provincial schools has increased considerably over the last 20 years (98.5% of Ontario Indian children attending secondary school are in provincial schools); the dropout rate at the secondary school level is alarmingly high and indications are that Indian-run schools provide a marked improvement in the retention rate of Indian children at the secondary level. Two key problems summarized concerning law, education and the Indian are, first, the law over the years has been applied differently and unfavorably to Indians in regard to education; secondly, legislation affecting Indian education has been written by white men from their point of view, ignoring the cultural perspective of the Indian people. (ERB)

ED 224 715 SE 039 839

Mathematics and Young Children: Discovery through Exploration.

Kentucky State Dept. of Education, Frankfort. Div. of Program Development.

Pub Date-80

Note-87p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Discovery Learning, Elementary Education, *Elementary School Mathematics, Guidelines, *Kindergarten, *Learning Activities, Learning Theories, Mathematics Curriculum, *Mathematics Instruction, State Curriculum Guides, Teaching Guides, Teaching Methods

Identifiers-*Kentucky State Department of Education, Piagetian Theory

The document has three major components: (1) rationale; (2) content; and (3) activities. The rationale, which deals with considerations and methods for teaching mathematics concepts to young children, is provided through the following articles: (1) Piagetian Implications for Kindergarten Mathematics Instruction''; (2) A Rationale for Organizing and Integrating Math Activities in the Kindergarten Classroom''; (3) Developing Logic and Reasoning Skills in Young Children''; (4) Assessing Mathematics Behavior in Kindergarten''; (5) Spatial Relations and Young Children''; and (6) The Interplay of Math Activities and Pre-Reading Skills for Young Children.'' The above items form the theoretical basis for the activities and ideas. The content is given in the format of a sequential listing of mathematics skills, which provides the framework for the activities. Activities are divided into pre-number, geometrical, number, measurement, graphing, time and money, fractional, and operational. The document is not designed as a comprehensive program, but rather as a sourcebook for teachers and administrators. It provides the rationale and activities for developing a discovery-based mathematics program. (Author/MP)

ED 224 755 SO 014 434

Curriculum for Parenthood Education.

California State Dept. of Education, Sacramento. Bureau of Publications.
Spons Agency-Department of Education, Washington, DC.
Pub Date-82
Note-54p.
Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Adult Education, Aging Education, Community Resources, Consumer Education, *Curriculum Development, Family Life, Fundamental Concepts, Guidelines, High Schools, Home Economics, Life Style, *Parenthood Education, Reference Materials, Resource Materials, Skill Development, Units of Study

A conceptual framework was developed to aid teachers, parents, school administrators, and community and school site planning groups in developing a parenting program appropriate to the local community. Units of study, based on the framework, were developed and field tested in consumer and homemaking education programs in grades 9 through 12 in six high schools and one continuation high school. The first part of the publication outlines the major concepts covered by each of these eight units: Maximizing Individual Potential; Parenting Responsibilities; Family Composition/Living Styles; Family as a Unit and How It Works; Development Stages/Parenting Skills; Family Challenges or Turning Points; Community Resources Available to Help Individuals and Families; and Parenting Your Own Parents/Aging. The major portion of part two is an annotated listing of recent selected resources that would be helpful to the teacher in a classroom reference library for parenthood education. Part two also includes guidelines for developing community support for parenthood education. (RM)

ED 224 776 SP 021 426

Summers, Patricia M.

Headstart for Aides, Substitutes, Teachers: A Guide for New Secondary School Educators.

Pub Date-82
Note-33p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Beginning Teachers, *Classroom Techniques, Discipline, Secondary Education, *Secondary School Teachers, Self Concept, Student Evaluation, Student Teacher Relationship, *Substitute Teachers, Teacher Administrator Relationship, *Teacher Aides, Teacher Attitudes, Teacher Behavior, *Teacher Role

This manual contains suggestions for secondary school teacher aides, substitute teachers, and beginning teachers. Sections on teacher aides and substitute teachers focus on the general attitudes toward and of these paraprofessional school personnel. Also discussed in these sections are problems, and some solutions, that teacher aides and substitute teachers often face. The section on teaching discusses basics,'' such as preparation, planning, positive classroom management techniques and teaching methods, and student evaluation. Sections on teachers' personal attitudes and behaviors, teachers' relationships with students, classroom management, student discipline, and teacher professionalism contain suggestions for dealing with or avoiding problems school personnel sometimes have in fulfilling their duties. Throughout the manual, positive attitudes toward job responsibilities and self-esteem are emphasized. (JD)

Fishman, Joshua A.
The Acquisition of Biliteracy: A Comparative Ethnography of Four Minority Ethnolinguistic Schools in New York City. Final Report (Second/Final Part).
Yeshiva Univ., New York, N.Y. Ferkauf Graduate School of Humanities and Social Sciences.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Aug 82
Grant-NIE-G-79-0122
Note-42p.; For related document, see FL 013 391.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Armenian, Bilingual Education, Bilingualism, *Bilingual Schools, Classroom Observation Techniques, Elementary Secondary Education, English, *Ethnic Groups, Ethnography, French, Greek, Hebrew, Language Acquisition, *Language Skills, Oral Language, *Orthographic Symbols, Private Schools, Reading Skills, Religious Cultural Groups, Sociolinguistics, Speech Skills, *Teaching Methods, Writing Skills, *Written Language
Identifiers-*New York (New York)

Factors that might influence the acquisition of biliteracy were studied in four schools in the Greater New York Metropolitan Area (an Armenian-English school, a Greek- English school, a Hebrew-English school, and a French- English school). This report is the final part of a two- part report and deals with the tabulation and analysis of ethnographic observations. The effect of studying two different scripts was a major concern of the research, which employed a school ethnography approach (Green and Wallat, 1981). Observational data for four grades in the four schools were coded for additional analysis. Findings include the following: (1) writing system differences were reduced by emphasizing the printing system (whether by reading or writing print), particularly in the earliest grades; (2) reading received the most attention, followed by writing, and speaking; (3) little evidence was found of either out-of-school participation in literacy acquisition or of topical emphasis on matters pertaining to home or community; (4) out-of-school influences on literacy acquisition, though small, occurred primarily for the ethnic language; (5) little awareness or concern was found for nonschool dialect, interlanguage contrasts, or interlanguage variation; (6) for instruction in French and Hebrew, teacher-made materials were more commonly employed than were basal readers, whereas the opposite was true for English instruction; (7) the Greek school stressed choral reading; (8) the French school used individual reading more than did the other schools; and (9) the Hebrew school stressed analytic decoding in both languages more than synthetic zones. (SW)

ED 224 411 HE 015 729

Rayfield, Gina, Ed. And Others

National Conference on Academic Advising: A Publication of Proceedings Prepared for the Annual Conference (1st, Burlington, Vermont, October 16-19, 1977).

Vermont Univ., Burlington.

Pub Date-Oct 77

Note-58p.; Sponsored by the Advising Center.

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Academic Advising, Academic Aspiration, Career Choice, College Freshmen, College Transfer Students, Computer Oriented Programs, *Faculty Advisers, Females, Higher Education, Majors (Students), Minority Groups, Models, *Nontraditional Students, Peer Counseling, *School Orientation, *Student Adjustment, Student College Relationship

Proceedings of the first National Conference on Academic Advising, sponsored in 1977 by the University of Vermont, are presented. Among the 36 papers presented are the following: Making Advising Work: Basic Elements in Developing and Implementing a Successful Academic Advising Program'' (David S. Crockett); A Community College Academic Advisor's Model'' (Carol A. Davis); Retaining Students Through Centralized and Undeclared Advisement'' (Carol R. Patton); The Changing Nature of Academic Advising'' (Edward L. Jones); Video Materials for Academic Advisement and Career Choices'' (Lowell M. Walter); Data Processing: Aid to Academic Advisement A Non-Technical Approach'' (Gerard F. Moseley); Academic Advising Focused on Women and Their Needs'' (Jan Korslund); The Invisible Transfer Student'' (Toni Trombley); The Answer Place: Academic Advising in an Open Door, Multicultural and Multipurpose University'' (Carolyn B. Smith); Contract Learning and Portfolio Development as a Process for Academic Advising'' (Mary L. Wade); Advising Minority Students'' (Robert Clayton, Andrew Goodrich); Residence Hall Based Advising for Freshmen'' (Derrell Hart, Alleen Deutsch, Elizabeth Rogers); Peer Advising: A Panel'' (Neil A. Bradley, Reginald Grier, Idonas Hughes); Setting Goals for and Evaluating Academic Advising and Orientation Programs'' (J. Richard Arndt); Non-Traditional Students/Identity Crisis in Post-Secondary Education'' (James Peitrovito); The Assessment of Advising'' (Howard C. Kramer); Maximizing the Use of Faculty Advisors'' (Thomas Grites, Joseph Metz); Personalized Orientation for the Undeclared Major'' (John Argeropoulos); and Establishing a Study Skills Center in a University Setting'' (Patricia Quinn). (SW)

ED 224 463 IR 010 495

Poppenhagen, Brent W. McArdle, Richard J.

Computer Simulation and Decision-Making: The Preparation of Mid-Level Managers for Higher Education.

Pub Date-Jul 82

Note-12p.; Paper presented at the International Conference on Improving University Teaching (8th, Berlin, West Germany, July 1982).

Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Attitude Measures, Attitudes, Budgeting, Computer Programs, *Decision Making, *Educational Administration, Graduate Students, Higher Education, *Management Games, *Models, Questionnaires, *Simulation

Identifiers-*Resource Requirements Prediction Model

Experiential learning has seen limited application in the preparation of higher education administrators. During recent years, however, simulation games which link cognitive social science knowledge with management skills have been applied to classroom training in this field. A National Center for Higher Education Management Systems (NCHEMS) Resource Requirement Prediction Model (RRPM) was adapted and assessed for use as a simulation game. Subjects were 35 students enrolled in a master's degree course on the organization and administration of higher education. Using a simulation game involving teams, participants increased their ability to identify organizational variables and relate them to decision-making, while also increasing their ability to see relationships among variables and choose alternative decision-making paths. Most participants experienced a significant attitude change toward the use of this type of quantitative management tool and computer simulation. The report of this study includes a five-item bibliography and the Quantitative Methods Opinionnaire used to measure participants' attitudes. (Author/LMM)

ED 224 522 JC 820 572

Rajasekhara, Koosappa

Follow-Up Study: Employer Follow-Up of 1980 Career Graduates.

Dundalk Community Coll., Baltimore, MD. Office of Institutional Research and Grants.
Pub Date-Mar 82
Note-25p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College Graduates, Community Colleges, *Employer Attitudes, Followup Studies, *Job Training, *Personnel Evaluation, Program Evaluation, *State Norms, State Surveys, Student Characteristics, Two Year Colleges, Two Year College Students, *Vocational Education
Identifiers-*Maryland

A survey of the employers of the 1980 career graduates of Dundalk Community College (DCC) was conducted to evaluate the college's instructional programs and to assess the extent to which DCC assisted graduates in their preparation for career employment. Questionnaires were sent to 73 employers of career and non-career graduates in early 1981. Study findings, based on the responses of the 26 firms employing career graduates, indicated: (1) 69% of the employed career graduates were female and 62% held an associate degree; (2) 56% of the employers required or preferred an associate degree for the jobs the graduates were holding; (3) all employers were satisfied with the graduates' performance, job skills, familiarity with testing and laboratory equipment, and communication ability; (4) 96% of the respondents reported that DCC graduates were able to work well with others, 88% felt that graduates had good technical knowledge, and 96% reported that the work attitude of the graduates was good; (5) 54% of the employers felt that DCC graduates were better prepared than others in the work group; and (6) 96% said they would employ other DCC graduates in the future. Throughout the study report, statewide data are compared with DCC's findings. The survey instrument is appended. (HB)

ED 224 600 PS 013 271

Wilkinson, Louise Cherry And Others

Language in the Classroom: Metapragmatic Knowledge of School-Age Children, Wisconsin Center for Education Research Program Report 83-2.

Wisconsin Center for Education Research, Madison.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Report No.-WCER-PR-83-2

Pub Date-Nov 82

Contract-NIE-G-81-0009

Note-34p.; A report from the Program on Student Diversity and Classroom Processes: Interaction and Organization.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Age Differences, Audiotape Recordings, Communication Research, *Communication Skills, Comprehension, *Elementary School Students, English, Interviews, Language Usage, *Metacognition, Pragmatics, Primary Education, Role Playing, Syntax

Identifiers-*Metalinguistic Awareness, Speech Acts

The specific aim of the present study is to examine children's metalinguistic awareness of one aspect of pragmatics: the request function. This function was selected for study because it is one of the earliest language functions to appear and because it has been the object of both theoretical and empirical research. Fourteen normal English-speaking middle-class Caucasian children 5 to 8 years of age participated in the study. Each child was tested individually at home by one female experimenter. Children's metapragmatic knowledge of the request function was explored with three tasks concerning production, comprehension, and reflection. The metaproduction task involved a role-playing activity with dolls in which requests were elicited in an imaginary classroom. The metacomprehension task involved eliciting judgments of the appropriateness of requests in hypothetical classroom situations. The reflection task consisted of an open-ended interview which provided subjects an opportunity to talk about the use of requests in the classroom. Results showed effects for age of child and type of request. In comparison with younger children, older children were more likely to produce indirect requests, judge a request as inappropriate in a particular classroom situation, and refer to pragmatic violation as the basis for judgment. Requests for action were found to take indirect forms, while requests for information more often took direct forms. (Author/RH)

Lord, John, Ed.

A Teacher's Guide to the Energy 80 Student Booklet for the 1981-82 School Year.

Enterprise for Education, Santa Monica, CA.

Pub Date-Feb 81

Note-361p.; For related document (Student Booklet) see SE 039 392.

Available from-Enterprise for Education, Suite 2134, 10960 Wilshire Blvd., Los Angeles, CA 90024.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Conservation Education, Economics, *Energy, Energy Conservation, Environmental Education, *Fuels, Interdisciplinary Approach, Junior High Schools, Learning Activities, Nuclear Energy, *Power Technology, Science Activities, Science Education, *Secondary School Science, *Social Studies, *Solar Radiation

Identifiers-*Energy Education

This teaching guide was developed for use with Energy 80 program student booklets. Although the program was designed for junior high/middle school students in science/social studies classes, it is indicated that the materials are suitable for use at higher grades and, to a lesser extent, in upper elementary grades. The first 80 pages of the guide suggest ways of using the student booklet. Each of the 16 spreads in the student booklet deals with a separate topic, and the guide treats each spread separately. Included for each topic (spread) are objectives, reading level, background information, list of key vocabulary words, suggested activities and discussion topics, resources, and mini-quiz. The last three-quarters of the guide contains a selection of lesson plans, worksheets, and readings from the program, providing the basis for an interdisciplinary course in energy at the junior high school level. These materials are organized into eight units: energy fundamentals; energy from the sun; history and technology of fossil fuels; energy from nuclear fission; renewable energy resources; energy in the United States; economics and decision-making; and energy conservation. Rough outlines of two science and two social studies mini-units (using materials in the guide) are provided near the beginning of the guide. (Author/JN)

ED 224 795 SP 021 637

Schell, Leo M. Burden, Paul R.

Before School Starts: A Handbook for the Inexperienced Elementary School Teacher.

Pub Date-Nov 82
Note-21p.; Paper presented at the Annual Rural and Small Schools Conference (4th, Manhattan, KS, November 15-16, 1982).
Available from-Leo M. Schell, College of Education, Kansas State University, Manhattan, KS 66506 ($2.50).
Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Beginning Teachers, *Classroom Environment, *Classroom Techniques, Community Resources, Discipline, Elementary Education, *Elementary School Teachers, Parent Teacher Cooperation, Peer Relationship, Recordkeeping, Scheduling, School Policy, Student Evaluation, Teacher Administrator Relationship

This handbook offers pre-planning (before school opens) guidelines for elementary school teachers. Outlines contain suggestions for considerations in the areas of: (1) facilities, personnel, and services; (2) district and school rules, procedures, and policies; (3) individual students; (4) instructional resources; (5) community resources; (6) room arrangement and decoration; (7) discipline, control, and management; (8) classroom routines and procedures; (9) class lists/rosters; (10) communicating with home and pupils; (11) preparing a folder for substitute teachers; (12) class celebrations; (13) organizing materials; (14) plans and schedules; and (15) pupil assessment. A sample long-range plan for reading instruction is included. (JD)

ED 224 814 TM 820 816

Technical Report for the Unisex Edition of the ACT Interest Inventory (UNIACT).

American Coll. Testing Program, Iowa City, Iowa.
Pub Date-81
Note-84p.
Available from-The American College Testing Program, Publications Department, P.O. Box 168, Iowa City, IA 52243 ($5.00).
Pub Type- Tests/Questionnaires (160) - Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Adults, *Career Planning, *Interest Inventories, Minority Groups, Scoring Formulas, Secondary Education, *Sex Fairness, *Student Interests, *Test Construction, Test Items, Test Reliability, Test Validity, *Vocational Interests
Identifiers-*Unisex Act Interest Inventory

UNIACT, a major component of the American College Testing (ACT) Assessment Program, is one of the first interest inventories to employ a new technique for ensuring sex fairness in the reporting of scores. UNIACT was constructed with the goal that distributions of career options suggested to males and females would be similar. It is intended to help junior high school students through adults in the early stages of career planning to identify personally relevant career options. UNIACT reports results for six basic types of vocational interests corresponding to Holland's interest types: science, creative arts, social service, business contact, business detail, and technical. An overview of UNIACT describes the inventory, its historical basis, and interpretive aids. The rationale for sex-balanced interest scores and scales; norming; scale reliability, stability and sex-balance; and the scales' convergent and divergent validity are examined.
Criterion-related validity and the scales' appropriateness for minority group members are discussed. Validity evidence includes profiles for over 40,000 persons in 352 educational and occupational groups. Appendices include lists of research reports, the summary profiles, inventory items, scoring procedures, norm tables and the Federal sex-fair compliance statement. (CM)

ED 224 835 TM 830 029

Dorr-Bremme, Don Catterall, James
Costs of Testing. Test Use Project.
California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Nov 82
Grant-NIE-G-80-0112
Note-184p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Achievement Tests, *Basic Skills, *Cost Estimates, Elementary Education, Interviews, *Program Costs, Psychological Characteristics, Public Education, *School District Spending, Suburban Schools, Teacher Attitudes, *Testing Programs, Test Use, Urban Schools
Identifiers-*Cost Accounting

Phase I of the Test Use Project, begun in 1979, was directed at gaining a representative picture of achievement testing in the nation's public schools. The project was designed to examine testing practices, uses, impacts and costs encompassing a wide range of formal and informal assessment measures. Phase II of the Test Use Project explored the direct and indirect monetary costs as well as the opportunity and psychological costs of testing in an inner city and suburban elementary school, and costs of basic skills testing in their districts. A cost accounting model was selected to identify and determine the magnitude of costs in testing. Data were gathered in the districts from relevant documents, discussions with appropriate officials, and interviews with personnel involved in basic skills testing. School data on costs associated with all achievement testing was collected by formal interviews with principals, instructional staff, school specialists, and resource personnel. Findings by the districts and the two schools regarding testing costs are discussed in separate chapters. A chapter on psychological costs examines teachers' attitudes toward tests and the psychological cost study procedures, and summarizes teacher and student commentaries. Appendices include teacher, administrator and student interview documents. (CM)

ED 224 326 FL 013 364

Williams, Ray
A Cognitive Approach to English Nominal Compounds.
Pub Date-82
Note-12p.; Paper presented at the International Symposium on Language for Special Purposes (Eindhoven, The Netherlands, August 2-4, 1982).
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-English (Second Language), *English for Special Purposes, Higher Education, *Nouns, *Reading Comprehension, Second Language Instruction, Teaching Methods, Vocabulary
Identifiers-*Compound Nouns

The ability of English as a second language (ESL) readers to comprehend different types of nominal compounds in English technical literature was investigated. College students were asked to recover the meaning of 73 nominal compounds in two technical English language articles on occupational health and safety. The intermediate and advanced ESL readers did not perform as well as native English speaking control subjects. Based on the results, suggestions are made for teaching about nominal compounds. In teaching the reading of technical literature in a second language, nominal compounds should be emphasized because of their frequency, complexity, and rarity in the learners' native language. It is suggested that nominal compounds should be classified and taught according to complexity and function. Nominal compound categories characterized by single-function, parallel-function, multi-function, ellipsis, and syntactic or polysemous ambiguity are identified in ascending order of complexity. Teaching materials should be drawn from the students' technical field and presented in a workbook format, and nominal compounds should always be presented in context in authentic materials. (RW)

Educational Excellence Study, Texas Southern University.

Texas Southern Univ., Houston.
Pub Date-81
Note-25p.; This paper was identified by joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Ancillary School Services, Campus Planning, Change Strategies, College Administration, *College Desegregation, *College Planning, College Programs, *College Role, Degrees (Academic), *Educational Facilities Planning, Educational Quality, Higher Education, Human Relations, Improvement Programs, *Institutional Evaluation, *Needs Assessment, Urban Universities
Identifiers-Institutional Mission, *Texas Southern University

A proposed plan for review of the mission and goals of Texas Southern University (TSU) is presented that deals with improvements and resources needed to strengthen the university, unnecessary program duplication with other universities, new programs, institutional goals and timetables, improved planning at TSU, and sound human relations practices. In addition to strategic planning, the assessment process will involve external evaluation through a nationally recognized panel. The school's mission will be considered in regard to the level and scope of programs and degrees offered, the geographic area served by TSU, and the projected size of the student body and staff. Specifically, the adequacy of the following areas will be assessed: the number and quality of faculty; student services and student financial aid; management and support services; and physical plant and equipment. An additional objective is to promote change toward a more diversified student body, faculty, and staff by: assessing institutional climate and identifying actual and potential areas of stress; planning and conducting programs in interpersonal relations, intercultural understanding, and group dynamics; establishing lines of communication between the university and its internal and external publics; and providing a rumor control center for responding to questions and concerns about the desegregation process. Attention is also directed to the background of the commission of the TSU Educational Excellence Study, seven planning principles, a timetable of study activities, composition of the steering committee, the functions and staff of six task forces, and the budget. (SW)

ED 224 581 PS 013 249

Mullins, Larry L. And Others

Cognitive and Life Event Correlates of Depressive Symptoms in Children.

Pub Date-Nov 82

Note-27p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Children, *Depression (Psychology), *Elementary School Students, Intermediate Grades, *Locus of Control, *Problem Solving, *Socioeconomic Status, *Stress Variables

Identifiers-Life Events

The present study examines the relationship of various cognitive and life event variables to depressive symptoms in children. The variables studied are locus of control, interpersonal and impersonal problem-solving ability, and objective and subjective life stress. Subjects were 47 students in the fourth grade, 58 students in the fifth grade, and 29 students in the sixth grade of a coeducational public school in a midwestern city. Several measures were employed, including the Nowicki-Strickland Locus of Control Scale, the Children's Depression Inventory, the Social Means-Ends Problem Solving Procedure, the Emotional Means-Ends Problem Solving Procedure, the Optional Thinking Test (Alternative Thinking), the Anagram Task, and Coddington's Life Events Scale for Children. Testing was done either in groups or individually, depending on the nature of the instrument used. Results indicate that higher levels of depressive symptoms were associated with an external locus of control, increased level of life stress, and lower performance levels on an impersonal problem-solving task. The level of depressive symptoms was also found to be inversely related to socioeconomic status as measured by father's occupation. No consistent relationship was found between depression and interpersonal problem-solving ability. (Author/RH)

ED 224 618 RC 013 619

Hill, L. Brooks Lujan, Philip

Rhetoric of Self Identity: The Case of the Mississippi Choctaw.

Pub Date-30 Jun 78
Note-43p.; Paper presented to the Annual Conference on Rhetoric of the Contemporary South (5th, New Orleans, LA, June 30, 1978).
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*American Indians, *Court Litigation, *Federal Indian Relationship, *Racial Identification, *Social Influences, State Legislation, Taxes, Tribes
Identifiers-American Indian History, *Choctaw (Tribe), Mississippi, *State Tribal Relationship, Tribal Status

Primarily historical, the study examines the case of one absentee Native American band struggling to establish its identity and directions for a more prosperous future, and projects the implications of their situation for their intercultural relations. The central research question asks what are the intercultural communication problems which result from the questionable status of the Mississippi Band of Choctaw? Major sections elaborate on the current status of the band; salient issues entailed by their current status are identified; and implications of intercultural communication are discussed. (Author/PB)

ED 224 637 RC 013 691

Robb, Gary M., Ed.

The Bradford Papers. Volume II, Proceedings from the 1981 Institute on Innovations in Camping and Outdoor Education With Persons Who Are Disabled.

Indiana Univ., Bloomington. Dept. of Recreation and Park Administration.

Spons Agency-Office of Special Education (ED), Washington, D.C.

Pub Date-82

Note-124p.; For related document, see RC 013 690. Prepared at the Outdoor Education, Recreation and Camping Center located at Bradford Woods, Martinsville, Indiana.

Available from-Indiana University/Bradford Woods, 5040 State Road 67 N., Martinsville, IN 46151 ($7.00 each; set of vol. 1 and vol. 2 $10.00).

Pub Type- Collected Works - Proceedings (021)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adolescents, Adults, Adventure Education, Blindness, *Camping, Children, Contingency Management, Disabilities, *Experiential Learning, Music, *Outdoor Activities, *Outdoor Education, *Physical Disabilities, Self Concept, *Skiing

Identifiers-Kayaking, Sledding, *Wilderness Education Programs

Learning by doing'' was the theme at the 1981 Institute on Innovations in Camping and Outdoor Education with Persons Who Are Disabled and was represented in the eleven papers presented. The papers describe the use of various outdoor-oriented media for involving persons with disabilities in participatory activities. Topics consisted of improvement of self-concept for special children using outdoor therapy; use of behavior management interventions at camps; adventure education with people who are disabled; a description of Wilderness Inquiry II program in Minnesota for disabled persons seeking rigorous outdoor recreation; and kayaking with persons who are mobility impaired. Other subjects include: pulk skiing and ice sledding for mobility-impaired persons; preparation for a ski trip for the disabled; orienteering for the handicapped; music as an integral element of camping experience, description of the Michigan School for the Blind and Camp Tuhsmeheta; and the inclusion of disabled children in outdoor education and camping programs. Evaluation results of the conference conclude the proceedings. (ERB)

ED 224 735 SO 014 393

Ward, Kathryn B.

Toward a New Model of Fertility: The Effects of the World Economic System and the Status of Women on Fertility Behavior.

Pub Date-Sep 82
Note-53p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Birth Rate, Developed Nations, *Developing Nations, *Economic Development, Family Planning, *Females, Infant Mortality, Population Growth, Population Trends, Social Science Research, *Socioeconomic Status, World Problems

A relationship exists between high birth rates and the lowered status of women in developing nations, resulting from their country's economic development. Research was based on data from various sources on 34 developed nations and 92 developing nations throughout the world. Variables included income inequality, foreign trade structure and investment, women's share of tertiary education and the labor force, infant mortality rate, and family planning program efforts. Findings indicate that economic structures produced by foreign investment and dependency generate inadequate economic and social resources, especially for women. Specifically, with the introduction of new industries and investment from developed countries, women who previously produced similar goods in cottage industries lose their market and are unincorporated into the industrial labor force. Even though women tend to be primary agricultural producers, new technology grants access to cash crops and financial credit to men only. Thus, women can only raise their status by childbearing since the social and economic value of children remains high. The incorporation of women into development is necessary to reduce fertility rates; without such, family planning programs will continue to have limited effect. (KC)

ED 224 395 HE 015 671

College and University Age Distribution of Students, New York State, Fall 1981.

New York State Education Dept., Albany. Information Center on Education.
Pub Date- 82
Note-16p.; Not available in paper copy due to small print of original.
Available from-University of the State of New York, State Education Department, Information Center on Education, Albany, NY 12234.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Age Groups, *Full Time Students, *Graduate Students, Higher Education, *Part Time Students, *Private Colleges, Professional Education, Proprietary Schools, *State Colleges, State Surveys, Trend Analysis, Two Year Colleges, *Undergraduate Students
Identifiers-City University of New York, *New York, State University of New York

Fall 1981 statistical data on the age distribution of students at New York public and private colleges and universities are presented, based on the 1981-1982 HEDS/Higher Education General Information Survey form NYSED-2.6, Enrollment by Level, Age Cohort and Sex, Fall 1981.'' Data are provided for full- and part-time undergraduate students, first-time students, first-professional students, graduate students, and total full- and part-time students. This information is presented for the following institutional types: total state, total public, total State University of New York, total City University of New York, total independent, total proprietary, total four-year or more, and total two-year. In addition, these categories are subdivided by type of division or center. The age categories are as follows: under 15, 15-19, 20-22, 23-24, 25-29, 30-34, 35-44, 45-59, and 60 and over. Lastly, age distribution trends are presented for fall 1979 and fall 1981 by category of student and age. (SW)

ED 224 428 HE 015 757

On Campus with Women, Volume 12, Number 2, Fall 1982. 11th Anniversary Issue.

Association of American Colleges, Washington, D.C. Project on the Status and Education of Women.

Spons Agency-Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.

Pub Date-82

Note-18p.

Available from-Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW., Washington, DC 20009.

Journal Cit-On Campus with Women; v12 n2 Fall 1982

Pub Type- Collected Works - Serials (022) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Affirmative Action, Career Choice, Civil Rights Legislation, College Admission, *Court Litigation, *Employment Practices, Federal Legislation, *Females, Higher Education, Minority Groups, Political Influences, Salary Wage Differentials, *Sex Discrimination, Sex Fairness, Sexual Harassment, Teacher Salaries, *Women Faculty, Womens Athletics, *Womens Education, Womens Studies

Identifiers-Department of Education, *Title IX Education Amendments 1972

News concerning developments at colleges and universities that affect women is presented, along with an interview with the Executive Director of the Project on the Status and Education of Women, Bernice R. Sandler, regarding the project's major accomplishments and activities over the past 11 years and insights into the changing status of women at all levels of academe. News items include the following issues: court rulings concerning the scope of coverage of Title IX of the Education Amendments of 1972; rulings that the publicly-supported nursing school, Mississippi University for Women, violated the Fourteenth Amendment equal-protection clause of the Constitution by excluding males, and that a tenure vote can not be confidential on grounds of academic freedom; civil rights cases filed and won by university employees; sex discrimination suits filed regarding new eligibility restrictions for Guaranteed Student Loans; a General Accounting Office study regarding the way the Department of Education recruited grant application readers for the Women's Educational Equity Act Program; surveys on salaries of female and male faculty and the nonacademic workforce; alternative work schedules and other employment concerns; rules adopted by colleges regarding sexual harassment; status of minority women students; new womens studies programs and their implications; nontraditional careers for women; and various resource materials. (SW)

ED 224 446 HE 015 780

Althen, Gary L., Ed.

Students from the Arab World and Iran.

National Association for Foreign Student Affairs, Washington, D.C.

Spons Agency-International Communication Agency, Washington, D.C.

Pub Date-Mar 78

Note-129p.; Based on a professional development seminar of the National Association for Foreign Student Affairs (Washington, DC, March 1978). Supported by the Cooperative Projects.

Available from-National Association for Foreign Student Affairs, 1869 19th Street, N.W., Washington, DC 20009 ($1.00).

Pub Type- Collected Works - Proceedings (021) - Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Arabs, College Students, *Cultural Background, Cultural Influences, English (Second Language), Ethnic Groups, Females, Foreign Culture, *Foreign Students, Higher Education, *Political Influences, *Religious Factors, Sex Role, Social Influences, Student Adjustment, *Student Attitudes

Identifiers-Arab States, *Iran

Information on the background and viewpoints of Middle Eastern students who are studying in the United States is presented in revised papers from a 1978 seminar, The Middle East: The Arab World and Iran.'' In the first section of the report, General Background,'' James Cowan reviews social and cultural factors, as well as questions of philosophy and policy. In the second section, Arab Students,'' David Mize provides a theoretical framework for viewing the experiences of foreign students and follows up with information about students from North African countries. Halim Barakat discusses political factors that influence Arab students, and Phebe Marr describes students from the Arabian Peninsula and the Fertile Crescent. In part 3, Iranian Students,'' Frederick Lockyear describes the Iranian educational system and draws implications for U.S. admissions policies; Marvin Zonis addresses social and cultural influences on Iranian students; Leonard Binder views their political activities; and Fahimeh Mortazavi describes the situation of women in Iran. (The seminar on which this publication was based took place before the departure of Shah Mohammed Reza Pahlavi from Iran.) Some of the articles are followed by discussion sections, based on interchanges between the authors and seminar participants. Appended materials include a bibliography, a brief, a comprehensive overview entitled Some Major Concepts to Stress in Studying the Middle East,'' and a list of seminar participants. (SW)

ED 224 484 IR 050 023

Krupp, Robert Allen

The Reference Function in a Residence Hall Library.

Pub Date- 82

Note-14p.

Pub Type- Opinion Papers (120) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Libraries, College Students, Dormitories, Higher Education, Library Extension, *Library Instruction, *Library Services, *Reference Materials, *Reference Services

Identifiers-*Residence Hall Libraries

This two-part paper based on experience at the University of Michigan includes a discussion of the potential reference function of a residence hall library in a university setting and a bibliography of over 100 suggested reference tools for residence hall libraries. The residence hall library is presented as a place where students should be able to obtain not only recreational reading but also basic factual information, instruction in the use of library reference materials, and guidance as to the holdings and use of other libraries on campus. The bibliography is arranged by Dewey Decimal Classification and includes guides, encyclopedias, dictionaries, almanacs, atlases, directories, handbooks, and other basic reference works which would be useful in a residence hall library setting. (Author/ESR)

ED 224 504 IR 050 082

Tryon, Julie

A Comparison of Two Subject Access Schemes: LCSH & ERIC.

Pub Date-29 Apr 82
Note-15p.
Pub Type- Opinion Papers (120) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Classification, Comparative Analysis, *Indexing, Job Satisfaction, *Subject Index Terms
Identifiers-*ERIC, *Library of Congress Subject Headings

This paper uses the subject of job satisfaction to compare subject access by ERIC descriptors and Library of Congress subject headings (LCSH). A description of the study methodology precedes a definition of job satisfaction and background information on the topic. Lists of ERIC and LCSH equivalents to job satisfaction subject terms developed by the author, and other relevant ERIC and LCSH search terms found by browsing are provided. Copies of LCSH and ERIC records for the same publication are also given for the sake of comparison. The paper concludes with an analysis of the syndetic structure of ERIC and LCSH, a comparison of the subject access provided by the two systems, and suggestions for improvement. (ESR)

ED 224 542 JC 830 020

Rotman, Jack W.

Developmental Mathematics and the Lansing Community College Math Lab.

Pub Date-Sep 82

Note-41p.

Pub Type- Information Analyses (070) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Annotated Bibliographies, Community Colleges, Computer Assisted Testing, *Group Dynamics, Group Instruction, Literature Reviews, *Mastery Learning, Mathematics Achievement, *Mathematics Instruction, Minimum Competencies, *Program Improvement, *Remedial Mathematics, Testing Programs, Two Year Colleges

Identifiers-*Lansing Community College MI, *Mathematics Laboratories

Based on an extensive literature search, this paper reviews recent research and theoretical studies and discusses their applicability to Lansing Community College's (LCC's) Mathematics Laboratory. After noting the steps taken in data collection, part I describes LCC and its Math Lab, which offers developmental courses in a self-paced, mastery learning environment. Lab operations, staffing, student performance, and recent improvements are discussed. Part II summarizes a study of group processes as applied to the Math Lab's weekly lectures. Part III reviews the literature on developmental mathematics and mastery learning, covering topics such as program objectives and coordination, cultural bias, pass rates, subsequent course performance, achievement and sex, attrition, curricular structures, modular/varible credit programs, class size, counseling, instructional methods, personalized system of instruction, remediation control, final exams, unit testing, mastery levels, self-pacing, cognitive style, math anxiety, and differentiated staffing. Part IV deals with math competency and admissions testing, focusing on existing and proposed competency requirements, admission and placement testing, orientation, and advising. Part V briefly considers computerized testing and mastery learning. Throughout the paper, recommendations are made for Math Lab improvements. The group processes study report and an annotated bibliography are appended. (AYC)

ED 224 561 PS 013 176

Kamii, Constance
Autonomy: The Aim of Education Envisioned by Piaget.
Pub Date-Aug 82
Note-22p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Children, *Educational Objectives, Elementary Secondary Education, *Intellectual Development, *Moral Development, *Personal Autonomy, Punishment, Rewards, Sanctions, *Teacher Role
Identifiers-Constructivism, *Piagetian Theory, *Reciprocity

The aim of education should be the development of morally and intellectually autonomous individuals. The opposite of heteronomy, which means being governed by someone else, autonomy means being governed by oneself. Moral autonomy results from the application of sanctions by reciprocity'' in the context of mutual respect between adults and children. Differing from reward and punishment, sanctions by reciprocity provide children the opportunity to consider other people's points of view and motivate children to construct rules of conduct by coordinating viewpoints with others. As Piaget believed, when adults use reward and punishment, they reinforce children's natural heteronomy; alternately, adults stimulate the development of autonomy when they exchange points of view with children. As Piaget additionally pointed out, children acquire moral values in the same way they acquire knowledge by constructing beliefs internally through interaction with the environment. Current educational practice blocks children's development of autonomy in both moral and intellectual realms. Therefore, the time has come to plan a Copernican revolution'' in education, shifting the focus of education from what educators do to children to how children develop. Educators should stimulate children's thinking by bringing different points of view into confrontation, since the exchange of points of view contributes to children's intellectual, social, affective, moral, and political development. (RH)

ED 224 676 RC 013 735

An Experience with Language. Fort Smith T.E.P. (Teacher Education Program).

Northwest Territories Dept. of Education, Yellowknife.
Pub Date-81
Note-106p.
Pub Type- Guides - Classroom - Learner (051) - Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*American Indian Education, American Indian Languages, Athapascan Languages, *Canada Natives, *Dialects, Elementary Secondary Education, Foreign Countries, *Learning Activities, *Native Language Instruction, *Teaching Methods
Identifiers-Canada, *Dene (Language), Northwest Territories

The booklet offers activities, language lessons (oral and written), and suggestions from students and teachers participating in the language programs of four dialects of the Dene Language (Loucheux, Slavey, Dogrib, and Chipewyan) spoken in the Northwest Territories. Beginning consonant sounds are also offered for Inuktitut. Suggested activities include using the tape recorder to recite and listen back, color coding activity to learn substitutions and points of departure in sentence structure; drawing maps; or lip reading. Oral language lessons are composed of drills, storytelling, dialogue, and reciting. Written language lessons offered are transcribing, learning diacritical markings, and understanding sentence structure used in the language. Suggestions for teaching are the use of community people for resource people: learning about the pre-operational child and concrete operational child; activities used to observe student readiness; advantages to teaching students in their native tongue; and techniques for teaching the native language. Listed suggestions from students emphasize the importance of speaking their native tongue and preference for the program to last longer than 6 weeks. (ERB)

ED 224 716 SE 039 842

Signer, Barbara

A Formative and Summative Evaluation of Computer Integrated Instruction.

Pub Date-82

Note-12p.; Paper presented at the CBE Research Conference (1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Algebra, *Computer Assisted Instruction, Computers, Educational Research, Educational Technology, Evaluation, *Mathematics Instruction, Microcomputers, Secondary Education, *Secondary School Mathematics, Teaching Methods

Identifiers-*Computer Integrated Instruction, *Mathematics Education Research

The purpose of this study was to conduct formative and summative evaluation for Computer Integrated Instruction (CII), an alternative use of computer-assisted instruction (CAI). The non-equivalent control group, pretest-posttest design was implemented with the class as the unit of analysis. Several of the instruments were adopted from existing CAI evaluation studies, while some had to be developed specifically for this study. The findings were (1) that the teachers were reluctant users of the CII materials and (2) that there was a significant difference for mathematics achievement favoring the control group. The evaluator suggests the following components be included in preservice training for teachers: (1) CII role-playing activities, (2) evaluation of CII software, and (3) computer literacy instruction. (Author/MP)

ED 224 756 SO 014 435

Kress, June

The Current Attack on Women's Rights: A Political-Economic Perspective.

Institute for the Study of Labor and Economic Crisis, San Francisco, CA.
Pub Date-82
Note-20p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September, 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Abortions, Capitalism, *Civil Rights, Employed Women, *Equal Opportunities (Jobs), Family Life, *Feminism, Futures (of Society), *Sex Discrimination, *Sex Role

The right-wing attack on women's rights in the United States manifests itself in the regulation of reproductive rights, the family, and the workplace and corresponds to the changing needs of capital in an era of social and economic crises. Against this background, anti-abortion legislation, the Family Protection Act, and discrimination in the workplace are supported by a national network of power and corporate wealth funded by industrialists and financiers. Currently, more women are entering the work force to supplement family income or as single heads of households. Women remain subjugated, however, by a bourgeois morality that suggests they are primarily wives and mothers and secondarily workers; as a result, low wages for women are legitimized.

Until this bourgeois morality is challenged in the United States, women will continue to be exploited and capital will retain a free hand to move them in and out at will. The attack on women is only a small part of the national network of power and wealth, however, which also attacks busing, affirmative action, the graduated income tax, SALT II, and socialized medicine. (Author/KC)

A Report on Responses from Australian Government Education Systems on Out-of-School'' Experience for Teachers.

Australian Education Council, Melbourne.

Pub Date-Oct 82

Note-64p.

Pub Type- Reports - Research (143) - Information Analyses (070)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Cooperative Programs, Education Work Relationship, Elementary Secondary Education, *Exchange Programs, Experiential Learning, *Field Experience Programs, Foreign Countries, *Inservice Teacher Education, *Professional Development, *School Business Relationship, Teacher Education Programs, Teacher Improvement

Identifiers-*Australia, *Teacher Industry Exchange Subprogram (Australia)

This document reports the results of a survey on the procedures and potential benefits of out of school'' experiences for elementary and secondary school teachers in Australia. The introduction supplies the background and rationale for providing teachers with practical work experiences outside the school through inservice work-study, visitation, and research programs. For the survey, member school systems of the Australian Education Council indicated steps taken since 1979 to provide out of school'' experiences for teachers, and to examine and analyze the benefits and problems encountered. The first section of the report contains an outline of the purpose and status of the Teacher and Industry Exchange Sub-Program, a pilot program implemented in three states (New South Wales, South Australia, and Western Australia) to provide cooperative experiences and links between schools and industry. Succeeding sections of the report describe teacher out of school'' activities, availablity and use of leave without pay, and program evaluations in all Australian states and territories: (1) New South Wales; (2) Victoria; (3) Queensland; (4) South Australia; (5) Western Australia; (6) Tasmania; (7) Northern Territory; and (8) Australian Capital Territory. A summary lists the features of out of school'' experience programs and a concluding statement attests to the value of such programs. A bibliography of eight items is appended. (FG)

ED 224 796 SP 021 640

Williams, Jeanne F.

Phantoms, Facts, and Futures: The Foundations of Education.

Pub Date-Nov 82

Note-21p.; Paper presented at the Annual Conference of the American Educational Studies Association (Nashville, TN, November 2-5, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Doctoral Programs, Educational Trends, *Education Courses, *Foundations of Education, Higher Education, Interdisciplinary Approach, *Preservice Teacher Education, Teacher Education Curriculum, *Teacher Educator Education, *Teacher Educators, *Teacher Qualifications, Teacher Supply and Demand

On the surface, the quality and quantity of openings for entry-level professors seeking to teach undergraduate educational foundations courses seem to indicate a dismal future for the foundations field. Positions advertised in a professional journal suggest not only the paucity of positions available, but also the low status of foundations courses, which are most often taught by nonfoundations professors. The role of foundations courses has been debated since the establishment of the first foundations department at Teachers College, Columbia University, in 1934. In 1977, the American Educational Studies Association (AESA) Task Force on Academic Standards clarified the objectives of foundations coursework in teacher education, suggesting that, by focusing on the study of education as a field of inquiry, preservice teachers can critique and reflect on pedagogical technique in light of an understanding of education as a complex social institution. However, diverse interpretations of the role of foundations courses still exist at the undergraduate level, allowing hiring practices and teaching loads that imply little respect for the field. Programs that prepare professors to teach undergraduate foundations courses must reflect an integrative and interdisciplinary aspect; specializations can be accommodated through minors in other educational fields. It is up to education foundations professors to take reponsibility for defining and refining the field at all academic levels. (FG)

ED 224 347

FL 013 398

Santiago, Ramon L.

The Future of ESL and Bilingual Education in the Next Decade.

Pub Date-82

Note-7p.; In: Boyd, John R., Ed.; Haskell, John F., Ed. Selected Papers from the Illinois TESOL/BE Annual Convention'' (10th, Chicago, IL, February 26-27, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Bilingual Education, Educational Policy, Elementary Secondary Education, Eligibility, *English (Second Language), *Federal Aid, Federal Legislation, Financial Support, *Government School Relationship, Limited English Speaking, Non English Speaking, *Political Influences, Professional Associations, *Teacher Associations

Identifiers-National Association for Bilingual Education, Teachers of English to Speakers of Other Languages

Developments occurring at the national, state, and local levels that could affect the future of bilingual education and English as a second Language (ESL) instruction in the next decade are considered. Attention is also directed to (1) the philosophy of the Reagan administration regarding social and educational programs, (2) budgetary changes in the Title VII Act and proposed changes in the language and provisions of the act, (4) issues related to employment of ESL and bilingual educators, and (5) dictates for increased cooperation between organizations like Teachers of English to Speakers of Other Languages and the National Association for Bilingual Education. The new federalism'' concept, which attempts to shift more responsibility to the local level, and proposed changes in the language of the Title VII Act are cause for concern. There are proposed provisions to reduce the number of children eligible to receive Title VII services down to one million by serving those with the lowest level of English proficiency, and priority would be given to non-English proficiency (NEP) over limited-English proficiency (LEP) children. Another proposed change in the language of the act would allow other approaches besides bilingual education to be employed to meet the needs of LEP/NEP children. (SW)

ED 224 379 HE 015 642

Brown, Charles I.

The White Presence at Traditionally Black Public Colleges and Universities: A Synopsis.

Pub Date-Mar 80
Note-27p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University. The paper was also presented at the Annual Meeting of the Eastern Educational Research Association (Norfolk, VA, March 5-8, 1980).
Pub Type- Historical Materials (060) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Accreditation (Institutions), *Black Colleges, Civil Rights Legislation, College Administration, *College Desegregation, College Role, Educational Development, *Educational History, Equal Education, Financial Support, Government School Relationship, Higher Education, Private Financial Support, *State Colleges, United States History, *Whites
Identifiers-Brown v Board of Education, Washington (Booker T)

The origins and patterns of white presence on traditionally black public colleges and universities (TBPCU's) are considered for six distinct periods: (1) the pre-Civil War period, 1837-1859; (2) the period of the educational missionary, 1860-1885; (3) the period of reaction to white control, 1886-1916; (4) the decade of the great philanthropists, 1917-1927; (5) the era of the Bureau of Education, 1927-1954; and (6) the desegregation era, 1954 to the present. Prior to the beginning of the Civil War in 1860, the comparatively few blacks who managed to receive some education did so in practical areas and for utilitarian reasons. Twenty-eight blacks received a college education during this period, and two institutions of higher learning for blacks were helped into existence by white Quakers and Presbyterians. Several TBPCU's trace their origins to the second period, founded either by private institutions supported by missionary groups or as extensions of the federal government's Freedman's Bureau. During the third period, schools were able to teach on a higher level than in the past; some consolidated and all became better organized, but black institutions remained poorly financed and equipped. The third period occurred in reaction to the virtually all-white control of most of the black institutions. The fourth period seems to have had its root in the educational philosophy expressed by Booker T. Washington, who advocated that black education should concentrate on technical and manual training. The fifth period helped initiate the accreditation of black colleges. Finally, during the sixth period, the Supreme Court mandated desegregation. Information on specific colleges is included. (SW)

ED 224 412 HE 015 730

Fleischer, Mitchell
A National Survey of Undergraduate Practicum Programs.
Pub Date-82
Note-19p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Faculty, Departments, *Experiential Learning, Higher Education, Institutional Characteristics, National Surveys, *Practicums, Practicum Supervision, *Psychology, Quality Control, School Location, School Size, Standards, Teacher Role, *Undergraduate Study

Undergraduate practicum programs at 291 departments of psychology were surveyed using a 37-item questionnaire and information obtained from the 1970 census and the American Psychological Association's Graduate Study in Psychology'' (1981). Sixty-five of the departments claimed to have a practicum program. Departments offering the Ph.D. were significantly less likely to have a practicum program than departments offering only bachelor's or master's degrees, and departments at small schools were more likely to offer a practicum. In addition, schools in the South were less likely to offer practicums. More than 30 percent of the departments started their practicum programs in 1970 or later, and 38 percent started since 1975. About one-third to one-half of the departments having a practicum program used one department member, and most utilized three or fewer members. Both career development and a more liberal arts orientation of seeing in action the theoretical material of courses were cited as important purposes of the practicum. Students generally must complete course prerequisites, interviews, and other selection procedures before being accepted to practicum programs. About 3 hours of work per week at an agency were required of students for each 1 hour of credit. About one-half of departments required some form of regular classroom meetings. Grades were typically based on a combination of supervisor ratings, daily journals, papers, on-site visits, and seminar participation. The most common problems were lack of local administrative support and poor supervision at the agency level. Variety in the practicum programs and little consistency in departmental management or quality control were found. (SW)

ED 224 464 IR 010 504

Quinsaat, Marilyn G.

Implementing Computer Technology in a Classroom Setting: An Anecdotal Report of Long Term Use.

Pub Date-Jan 81

Note-26p.; Paper prepared for the National Institute of Education.

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Class Organization, Classroom Observation Techniques, Clubs, Computer Literacy, *Group Dynamics, Intermediate Grades, Learning Activities, *Microcomputers, *Program Implementation, Student Attitudes, *Teacher Attitudes, Use Studies

Identifiers-*Computer Games

Using a case study approach, this report summarizes a teacher's observations of students working on a personal computer in both classroom and nonclassroom settings. The first section addresses teacher concerns about technology in education, such as fear of replacement by a computer and other symptoms of computer anxiety. Four phases of classroom computer implementation are then described, and a computer club for fourth-graders is discussed. Introduction of a computer into a fourth-grade classroom and the overall effect on classroom functioning is then described, including considerations of classroom organization, scheduling, management difficulties, time-sharing, and grouping. The results of videotaped observation of students, which was used to study the effect of various grouping arrangements on student interaction, are analyzed. Finally, issues of concern in using computers in a primary classroom are addressed, including motivation, difficulties in reading and equipment use, and use of fifth-grade tutors. This section also summarizes procedures, results, student reactions, problems, and possible solutions. Two references are provided. (LMM)

ED 224 523 JC 820 573

Blaha, Marjorie K.

1981-82 Instructional Program Review Phase One.

Solano Community Coll., Suisun City, CA.

Pub Date-Oct 82
Note-117p.
Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-College Faculty, *College Planning, *College Programs, Community Colleges, Degrees (Academic), *Educational Trends, Enrollment Projections, Enrollment Trends, Grades (Scholastic), *Institutional Characteristics, Program Evaluation, Two Year Colleges, Two Year College Students

The information presented in this report was compiled during the first phase of an instructional program review at Solano Community College (SCC). Introductory material identifies the purposes of phase I as the agreement upon institutional goals and objectives and the collection of data on current programs, district and student demographics, and educational trends. After SCC's goals are specified, instructional data are provided for the divisions of business, counseling, fine and applied arts, language arts, health occupations, health/physical education, math/science, social science, and trade and technical. These data cover weekly student contact hours, sections offered, full-time equivalent faculty, instructor load at SCC and in comparison with other northern California community colleges, enrollments, percent of maximum possible enrollment attained, retention rates, and budget expenditures. Additional comments from division heads explain special situations or considerations. Reports on learning resources and community services are followed by sections containing data on enrollments, grades awarded, and withdrawals by course for fall 1981; and on degrees and certificates awarded in 1980 and 1981. Next, information is presented on enrollment projections, county population, ethnic population percentages, local employment trends, and student and educational trends. The final sections offer conclusions and recommendations and procedures for phase II of the review. (HB)

Rural Older Americans: Unanswered Questions. Hearing Before the Special Committee on Aging. United States Senate, Ninety-Seventh Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Special Committee on Aging.
Pub Date-19 May 82
Note-117p.; Paper copy not available due to small print.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
Pub Type- Legal/Legislative/Regulatory Materials (090)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Adult Education, *Delivery Systems, Demography, Farmers, Females, Health Services, *Identification, Low Income, Males, *Middle Aged Adults, Migration Patterns, Nutrition, *Older Adults, *Quality of Life, *Research Needs, Retirement, Retirement Benefits, *Rural Population, Transportation
Identifiers-Congress 97th, Green Thumb Program

The hearing's purpose was to begin building a record, from a national perspective, regarding older Americans who live in smaller towns and rural areas. It is not fully known what the real impact is of such matters as lack of transportation, nutritional deficiencies, distance to and shortage of health care, non-availability of adult education opportunities, inequalities in social security benefits for farmers (particularly farm wives), etc. In 1970 there were 125 counties in the nation with one-sixth or more of their population aged 65 or over. By 1978 that number had risen to 500. Although a large percentage of rural elderly are located in the midwest and south, recent migrations of older Americans have moved them to the Sun Belt and other areas. Much of this migration is caused by older Americans returning from urban to rural areas for reasons of preferred environment and safety. Although availability of 1980 census data may supply some answers in numbers, still little is known about the people those numbers represent. There is much research to be done and programs that could be continued or initiated. For example, does high technology hold potential for uniting health needs with health answers? Three appendixes conclude the document. (BRR)

ED 224 657 RC 013 711

Garcia Eugene E. And Others

A National Study of Spanish/English Bilingualism in Young Hispanic Children of the United States. Bilingual Education Paper Series, Vol. 4, No. 12.

California State Univ., Los Angeles. National Dissemination and Assessment Center.
Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
Pub Date-Jul 81
Note-41p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Age Differences, Bilingual Education, *Bilingualism, *Code Switching (Language), Comparative Analysis, Cultural Differences, Early Childhood Education, English, Geographic Regions, *Hispanic Americans, *Language Acquisition, *Language Proficiency, National Surveys, Regional Characteristics, Rural Urban Differences, Spanish

Six hundred, 4-, 5-, and 6-year-old bilingual, rural, and urban children from southwestern, midwestern, eastern, and southern United States participated in a national study of Spanish/English bilingual development. Half of these children completed the English version of CIRCO (1980) sub-test 10-C, a productive language measure that requires children to relate a description of a two dimensional picture. Half of the children completed the Spanish version of this same instrument. Analyses were performed on these English and Spanish samples regarding Mean Length of Utterance and intrasentential language switching. Comparisons were possible across: age, rural/urban status, and region (and to some extent, Hispanic ethnicity). On measures of linguistic proficiency, consistent differences were observed in developmental trends for Spanish and English. For Spanish, linguistic proficiency measures increased from ages 4 to 5, then decreased at age 6. For English, these same measures showed a continuous increase across age groups. On language switching measures, regional differences were observed regardless of age. Almost no rural/urban differences were observed. These findings are discussed from both a language acquisition perspective and a bilingual education perspective. (Author/AH)

ED 224 815 TM 820 820

Boyd, Joseph L.

Word Processing for Item Banking and Test Production. Final Report.

New Jersey State Dept. of Civil Service, Trenton.
Pub Date-30 Jun 82
Grant-IPA-80-NJ-01
Note-45p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Classification, *Computer Assisted Testing, *Item Banks, *Occupational Tests, *State Programs, Test Construction, Test Format, *Testing Programs, Test Items, *Word Processing
Identifiers-*Civil Service, Coding, New Jersey

This report describes the sequence of activities that took place as the Examination Division of the New Jersey Department of Civil Service introduced a word processing system for a test item bank and for production of camera-ready test copy. The equipment selection, installation and orientation procedures are discussed. Keyboard and CRT terminals, printers, a hard disk memory system and auxiliary equipment for component use were purchased. Concurrently, seven examination sections updated the classification system of the Item File Catalog'' for item input and for coding item types other than single multiple-choice items, including essay, oral, performance and item sets. On a monthly schedule, each examination section submitted 150 items which were coded and stored. Sets of items making complete tests can be corrected and printed. By June 1981, the system was found to be functioning satisfactorily. Discussions and examples are included of item classification and coding, item bank procedures, projections of future equipment placement and operation, and compatibility problems and solutions. Among the item categories are English, Arts, Physics, Law, Psychology and 56 other occupational areas. (CM)

ED 224 327 FL 013 365

Graetz, Naomi

Teaching EFL Students to Extract Structural Information from Abstracts.

Pub Date-82

Note-23p.; Paper presented at the International Symposium on Language for Special Purposes (Eindhoven, The Netherlands, August 2-4, 1982).

Pub Type- Guides - Classroom - Teacher (052) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Abstracts, *Advance Organizers, Cohesion (Written Composition), Curriculum Design, *English (Second Language), Foreign Countries, Higher Education, Paragraph Composition, Sentence Structure, Teacher Attitudes, *Teaching Methods, *Writing (Composition)

The benefits for students of English as a second language of reading abstracts are considered, and the functions and types of abstracts are reviewed. In addition, the results of a survey of Ben Gurion University (Israel) lecturers regarding their reading habits and use of abstracts are briefly addressed. It is suggested that when abstracts are reproduced together with the article, they can be used in the classroom as advanced organizers. For the abstract that follows the structure of the article exactly, two types of activities may be undertaken: asking the student to find and outline the corresponding sections in the article, and forcing the student to read between the subtitles. An example of how to break down the structure of an abstract and relate it to the article is presented: Abstracts can also be used in isolation as cohesive and coherent texts in their own right. For instance, since abstracts are short texts, several abstracts on related topics can be studied in much less time than it would take to read one entire article. In planning the curriculum, it is proposed that abstracts can be used on all levels. For the lower level class, short or indicative types of abstracts can be used. For the intermediate level, longer, informative types are useful, and for the advanced levels, the critical abstract is appropriate. Appended material includes sample abstracts, information on the organization of the abstract, classifications of introductory and concluding lines, a list of journals with abstracts, an example of an ideal abstract, and results of the faculty attitude questionnaire. (SW)

ED 224 505 IR 050 085

Weller, Carolyn R., Ed.

ERIC Clearinghouse Publications, 1981. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses, January-December 1981.

ERIC Processing and Reference Facility, Bethesda, Md.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Jul 82
Contract-400-81-0003
Note-72p.; For related document, see ED 208 882.
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Annotated Bibliographies, *Clearinghouses, *Education, Educational Research, Federal Programs, Literature Reviews, *Publications, Resource Materials, *State of the Art Reviews
Identifiers-Educational Information, *ERIC

Document resumes of 173 substantive publications, produced by the 16 ERIC clearinghouses and appearing in Resources in Education (RIE), are alphabetically arranged by the 2-letter clearinghouse identification prefix, and, within each clearinghouse group, numerically listed by accession number. An abstract is provided for each title and a sample resume entry is given. The 12th bibliography in the series, it reflects the scope of each clearinghouse and contains citations on adult, career, and vocational education; counseling and personnel services; reading and communication skills; educational management; handicapped and gifted children; languages and linguistics; higher education; information resources; junior colleges; elementary and early childhood education; rural education and small schools; science, mathematics, and environmental education; social studies/social science education; teacher education; tests, measurement, and evaluation; and urban education. Subject, author, and institution indexes to the bibliography are provided, as well as an explanatory example of each type of index entry. The ERIC system and clearinghouse publications are briefly described. Addresses of the ERIC clearinghouses and information on how to obtain ERIC clearinghouse publications and order the ERIC abstract journal (RIE) are also included. (ESR)

JC

ED 224 582 PS 013 250

Fischer, Jan Lockwood

Early Childhood Education: A Trilateral Union.

Pub Date-Dec 82

Note-35p.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Day Care, *Early Childhood Education, *Educational History, Educational Innovation, Educational Philosophy, *Kindergarten, *Nursery Schools

Identifiers-Educational Leadership, *Sponsors

Presented here is a view of early childhood education as a process reflecting social principles and practices which have evolved over time. It is argued that society first showed concern for the physical well-being of its young by protecting newborns from their own parents. Secondly, society became concerned with children's training and, later, with intellectual and moral development. Society's third concern was for the emotional and social development of its young, an interest that became apparent during the child study movement of the early 1900s. It is further argued that, generally, these distinct concerns reflect, respectively, the programs presently called childcare, kindergarten, and nursery school. The main portion of this text focuses on sponsorship, philosophical roots, and scope of services in these three types of programs, emphasizing the most influential people and events in the history of early childhood education. A flowchart offers an approximate structural model of historical influences, beginning with Socrates, branching at Pestolozzi to the influences of Owen, Montessori, Herbart and Hegel, and culminating in the work of Stolz, Taylor, Temple, and Harrison. (RH)

ED 224 601 PS 013 272

Creech, Charles Waddell

The Relationship between Preschool Experiences and Reading Achievement: A Five Year Followup Study.

Pub Date-82
Note-41p.; Master's Research Project, North Carolina Central University.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis, *Educational Experience, Elementary Education, *Elementary School Students, Followup Studies, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, *Outcomes of Education, *Preschool Children, *Preschool Education, *Reading Achievement

The purposes of this study were (1) to ascertain whether there were significant differences in reading achievement scores within first-grade children who have and who have not had preschool group experiences, and (2) to follow up these first-grade students through the fifth grade to determine if any significant differences were retained, or occurred later, as the children progressed through school. Preschool experience status was indicated by teachers on the Student Information Questionnaire used by the North Carolina Annual Testing Program. Reading scores for first and second grades were obtained from the Prescriptive Reading Inventory, administered in the spring of 1978 and 1979. Reading scores for third through fifth grades were obtained from the California Achievement Tests, administered in the spring of 1980, 1981, and 1982. Comparisons for 386 Durham County Public School students were made using the t-test for uncorrelated samples. While no significant differences were found in the reading scores of preschool and nonpreschool groups in the first grade, significant differences in favor of the preschool group were found at the .05 level in the second grade, at the .01 level in the third grade, and at the .001 level in both the fourth and fifth grades. Directions for further research are suggested. (Author/RH)

ED 224 638 RC 013 692

Mookherjee, Harsha N.

Comparison of Some Personality Characteristics of Male Problem Drinkers in Rural Tennessee.

Pub Date-Aug 81
Note-13p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Guelph, Ontario, Canada, August 19-23, 1981).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adults, Alcohol Education, *Alcoholism, *Individual Characteristics, *Locus of Control, *Males, Personal Autonomy, Personality Measures, *Personality Traits, Rehabilitation Programs, Religion, Rural Areas, *Self Esteem, Socialization, Whites
Identifiers-Michigan Alcoholism Screening Test, *Tennessee

Sixteen hundred and thirty white male adults living in the Upper Cumberland area of rural middle Tennessee were administered the Michigan Alcoholism Screening Test (MAST) to classify them by their degree of alcohol abuse into alcoholics, probable alcoholics, and non-alcoholics. These respondents had been referred by the courts to an educational rehabilitation program upon conviction of driving-while-intoxicated offense. Complete information from 1,477 respondents was available and analyzed regarding the subjects' religious fundamentalism, powerlessness, perceived locus of control, self-esteem, and sensation-seeking. Results indicated that the alcoholics experienced more powerlessness, attributed slightly less control to external environmental forces, and had lower senses of self-esteem than did non-alcoholics. Additionally, alcoholics were more inclined than non-alcoholics toward sensation-seeking. Implications of these results are briefly discussed within the theoretical framework of social learning. (Author/AH)

ED 224 697 SE 039 737

Wright, F. F.

Estuarine Oceanography. CEGS Programs Publication Number 18.

Council on Education in the Geological Sciences, Washington, D. C.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-ISBN-0-07-012336-5
Pub Date-74
Note-112p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*College Science, *Earth Science, *Geology, Higher Education, Laboratory Manuals, Laboratory Procedures, Measurement Techniques, *Oceanography, Problem Solving, Science Education, *Science Experiments, Secondary Education, Secondary School Science, Water, *Water Resources
Identifiers-*Estuaries, National Science Foundation

Estuarine Oceanography is one in a series of single-topic problem modules intended for use in undergraduate and earth science courses. Designed for those interested in coastal oceanography or limnology, the module is structured as a laboratory supplement for undergraduate college classes but should be useful at all levels. The module has two distinct parts: a text covering general concepts and stressing the small-scale technology necessary to study small natural bodies of water, and a rather detailed exercise describing an ideal estuary. Emphasis throughout the module is on techniques that have evolved for low-budget studies of physical oceanographic phenomena, particularly water movements and mixing problems. Although estuaries are emphasized, most of the techniques discussed are equally applicable to lakes. Like other modules in the series, this module is inquiry- and problem-oriented, dealing with interdisciplinary, contemporary, and pragmatic aspects of the subject matter. It is designed to be open-ended so that ideas can be incorporated into higher level classwork. Supporting materials such as specifications of current drogues, bathymetric-survey data sheet, current measurement data sheets, drift-can data, and inshore T-S probe survey sheets are included in appendices. (Author/JN)

ED 224 736 SO 014 394

McAdam, Doug

Structural Continuities in Protest Activity: The Legacy of Sixties Activism.

Pub Date-Sep 82

Note-27p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September 5-9, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Activism, Civil Disobedience, Diffusion (Communication), *Political Attitudes, *Political Issues, *Social Networks, Social Problems, Social Science Research

Although recent research suggests that individuals active in social protest in the 1960's maintain their activist identities, the structural links which allow the continuity have yet to be identified. A review of research reveals that the continuity of self-identification, political attitudes and activities, and occupational choices is influenced by proximity to and interaction with movement members; that is, structural support must exist. Radical political attitudes are generated and sustained through interaction with other like-minded individuals. One theory is that activist networks forged during the (1960's) survive in a highly fragmented form. Any given individual may only be linked to one or two others, but when aggregated, these connections can expand to a large proportion of the population. Another possibility is that individual continuities are sustained through new networks forged on a local level by former activists. Recent evidence of these networks is seen in the rapid mobilization of the anti-draft and nuclear freeze movements. Thus, in spite of the seeming disinterest in collective action, the United States could be closer to widespread protest than appearances would suggest. (KC)

ED 224 757 SO 014 436

Greene, Maxine

Equality of Opportunity: Perspectives and Possibilities.

Pub Date-27 Nov 82

Note-24p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Boston, MA, November 27, 1982).

Pub Type- Information Analyses (070) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Blacks, *Educational History, *Educational Philosophy, Elementary Secondary Education, *Equal Education, Females, Industrialization, Males, Progressive Education, Public Education, *School Role, *Social Change, *Socioeconomic Influences, United States History

A survey of the concept of equality in American thought and literature reveals varying attitudes about socioeconomic opportunities and the function of education. In 1848, de Tocqueville foresaw that industrialization would create a manufacturing aristocracy which would be a threat to the equality demonstrated in agrarian America. During the Jacksonian era, appeals to equality and a classless society were met with disinterest, mockery, and defiance. As both women and children began to suffer the inequities of industrialism, literary artists depicted human beings less than equal because of social and political practices, economic arrangements, and the human condition itself. In the post-Jacksonian era, Horace Mann proposed an educational system that would equalize the conditions of men. Education was to bring children from all backgrounds together for moral instruction; the schools were to be the primary force in social change. The Progressives remained confident in the power of education to cure the ills of society while blacks and women struggled to be heard. Current theorists acknowledge that schools cannot eradicate the effects of economic and social inequality. They can, however, guarantee the individual's right to a fair beginning. (Author/KC)

ED 224 836 TM 830 030

Alkin, Marvin C. And Others

Theoretical Issues in the Cost of Evaluation. Evaluation Use Project.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-30 Nov 82
Grant-NIE-G-80-0112
Note-47p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Case Studies, *Cost Effectiveness, *Cost Estimates, Elementary Secondary Education, Evaluation Criteria, *Measurement Objectives, *Program Evaluation, *School Districts, School Effectiveness, Use Studies
Identifiers-*Evaluation Problems

These four papers focus on a consideration of the costs of evaluation, as examined in the Evaluation Use Project. A Framework for Estimating Evaluation Costs,'' by Marvin Alkin and Brian Stecher, considers overall theory and draws on previous research in determing evaluation costs. The concepts are extended to develop informal guidelines for a two-stage cost estimate process. The succeeding papers present actual case studies of the cost estimate process in three different evaluation contexts within local school districts. The Cost of a District-Wide Testing Program,'' by N. James Myerberg, identifies the specific applicable cost parameters and suggests a method to compare testing across school districts. The Incremental Cost of Conducting a Summative Evaluation of a Special Education Program From an Existing Data Base,'' by William T. Denton, examines a computerized system. The Cost of a School Level Needs Assessment,'' by Floraline Stevens, discusses cost estimates according to school size and staff familiarity with the process. The question of assigning value to the extensive time expenditures required in the procedure is examined. Each paper proposes a high and low cost alternative to the evaluation procedure and examines the differences between options. (CM)

ED 224 364 HE 015 627

Sedlacek, William E.
The Aftermath of Bakke: Should We Use Race in Admissions? Research Report Maryland Univ., College Park. Counseling Center.
Pub Date-6 Oct 78
Note-18p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the Eric Clearinghouse on Higher Education at The George Washington University. The paper was also presented at the Conference of the Council on Legal Educational Opportunities (Washington, DC, October 6, 1978).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, *Admission Criteria, Black Students, *College Admission, College Applicants, *College Desegregation, Females, Grades (Scholastic), Higher Education, Males, *Minority Groups, Predictor Variables, *Race, Racial Factors, *Sex, Socioeconomic Status, White Students

The research evidence for selecting students in higher education with and without regard to race and sex is examined to assist admissions officers in light of the 1978 Bakke decision, which seems to give schools the option to use race in admissions decisions. Three clusters of studies supporting the consideration of race-sex subgroups in admissions decisions are considered: (1) those showing no relationship, or perhaps a negative relationship between the traditional predictors and college grades for minority students; (2) those indicating the need for separate equations or cutoffs for each subgroup if traditional predictors are employed; and (3) those involving the utility of noncognitive or nontraditional variables in predicting minority student success. Proponents of using a single prediction equation or cutoff score suggest that this approach is most fair to all concerned. Proponents of using separate equations or cutoffs for each subgroup when traditional predictors are employed note that black males tend to be the least predictable race-sex subgroup and any general equation would discriminate most against them. One reason for considering noncognitive or nontraditional variables in predicting minority student success is to ensure having comparable information for minority and majority group college applicants. Some research has indicated that the typical minority applicant is not as sure what is being solicited and is less likely to know how to supply the information the college wants. It is concluded that strong consideration should be given to race-sex subgroups in admissions procedures. (SW)

ED 224 396 HE 015 673

Myers, Michael M.

Total, Black, and Hispanic Enrollment in Higher Education, 1980: Trends in the Nation and the South.

Southern Regional Education Board, Atlanta, Ga.

Pub Date-82

Note-137p.; Not available in paper copy due to marginal legibility of original.

Available from-Southern Regional Education Board, 1340 Spring Street, N.W., Atlanta, GA 30309 ($4.00).

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Black Colleges, *Black Students, Comparative Analysis, *Enrollment Trends, Ethnic Groups, Full Time Students, Geographic Distribution, Graduate Students, *Higher Education, *Hispanic Americans, Majors (Students), Minority Groups, Part Time Students, Private Colleges, Professional Education, Racial Distribution, State Colleges, Two Year Colleges, Undergraduate Students

Identifiers-United States, *United States (South)

Trends in overall college enrollments and in Black and Hispanic enrollments in the nation and in the South in 1980 are examined, based on data from National Center for Education Statistics' surveys. Attention is also directed to enrollment by type of institution, enrollment in selected fields, enrollment trends during 1976-1980, enrollment in predominantly and traditionally Black colleges and universities, and enrollment in predominantly Hispanic colleges and universities. Highlights include the following nationwide: (1) total enrollment increased 10 percent from 1976 to 1980 (Black ernollment increased 7 percent and Hispanic, 26 percent); (2) enrollment rose 12 percent at the undergraduate level (Black enrollment grew 8 percent and Hispanic, 25 percent); (3) part-time total enrollment increased 16 percent (part-time Black enrollment grew 13 percent; part-time Hispanic, 32 percent). In the Southern Regional Education Board states, total enrollment grew 12 percent (Black 8 percent, Hispanic 32 percent); Blacks comprised 14.6 percent of the students enrolled in Southern colleges and universities; Hispanics were 4.1 percent of enrollment, with Florida and Texas accounting for 90 percent of that enrollment; part-time enrollment in the Southern region grew 21 percent in the 4-year 1976-1980 period; part-time Black and Hispanic enrollment increased 19 and 43 percent, respectively; and in the South, the growth rates for total, Black and Hispanic undergraduate, first-professional, and graduate enrollment were slightly higher, for the most part, than the national figures. (SW)

ED 224 485 IR 050 026

Heilos, Lawrence J. And Others

University of South Florida Libraries Search Committee Procedure Handbook.

University of South Florida, Tampa.

Pub Date-Dec 81

Note-61p.

Pub Type- Guides - General (050) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Advertising, Advisory Committees, Affirmative Action, Check Lists, *College Libraries, Employment Interviews, Equal Opportunities (Jobs), Expenditures, Higher Education, Job Application, *Librarians, *Personnel Selection, Records (Forms), *Recruitment

Identifiers-Florida, *Search Committees

This handbook of procedures developed by the Committee on Professional Concerns (COPC) of the University of South Florida (USF) describes the process to be used in recruiting and hiring qualified candidates for positions on the USF library faculty. The publication is divided into six sections: (1) information on the USF equal employment opportunity program; (2) delineation of the composition of library recruitment search committees and committee service requirements; (3) an outline of search committee procedures for advertising positions, preserving applicant records, handling applications, selecting interviewees, organizing and conducting day-long interview/visits, and making recommendations on candidate selection; (4) description of post-recommendation procedures including final recruitment decisions and notification of successful and unsuccessful candidates; (5) discussion of reimbursement of candidate interview expenses; and (6) hints and comments from previous search committees. The publication concludes with appendices comprising the USF Equal Opportunity/Affirmative Action Plan, samples of 20 forms and letters used in the recruitment process, guidelines for asking questions in the library employment interview, a list of inclusions for candidate information packets, a statement on where to obtain guidelines for pre-employment inquiries, and a check list for briefing the candidates on library recruitment procedures.

(ESR)

ED 224 543 JC 830 021

Lau, Peter

Pasadena Area Community College District Community Needs Assessment Study: Final Report.

Pasadena Area Community Coll. District, CA.
Report No.-IR81-004
Pub Date-Dec 82
Note-43p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Role, *Community Attitudes, *Community Characteristics, Community Surveys, *Educational Attitudes, *Educational Demand, Enrollment Influences, Institutional Evaluation, Questionnaires

A needs assessment of local residents was conducted in the Pasadena Area Community College District to provide information for college planning. Telephone interviews solicited information on residents' characteristics, knowledge of Pasadena City College (PCC), attitudes toward the college, and past and anticipated participation in college activities. The nearly 3,000 telephone calls attempted yielded responses from 691 residents. Study findings revealed that: (1) 91.6% of the respondents correctly named PCC as the community college in the area; (2) 29.1% felt they knew a great deal about PCC and 32.9% felt they knew something of the college; (3) respondents considered vocational and transfer education to be the two most important purposes of PCC; (4) 40.8% had attended classes at PCC, with 23.7% of these indicating they had attended PCC for personal enjoyment and 17.2% to improve job skills; (5) 61.6% felt courses at PCC should be tuition-free; (6) 18.1% thought it likely that they would attend classes at PCC in the next year or so and 18.2% thought it somewhat likely; (7) conflicts with work and inadequate parking facilities were among the most commonly cited difficulties associated with attending PCC; and (8) a profile of respondents likely to attend PCC showed them to be younger, more apt to be single and renters, and to be earning slightly less than those not likely to attend. The study report includes comparisons of groups with and without knowledge of PCC and of attendees and non-attendees and the survey instrument. (HB)

ED 224 562 PS 013 182

Goldman, Ronald Goldman, Juliette

Children's Sexual Thinking: A Comparative Study of Children Aged 5 to 15 Years in Australia, North America, Britain and Sweden.

Report No.-ISBN-0-7100-0883-X
Pub Date-82
Note-502p.
Available from-Routledge & Kegan Paul, c/o Technical Impex Corporation, 190 Merrimack Street, Lawrence, MA 01843 (Cloth, $24.95).
Pub Type- Books (010) - Reports - Research (143)
EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.
Descriptors-Adolescents, Age Differences, Aging (Individuals), *Child Development, Childhood Attitudes, Children, *Cognitive Processes, Comparative Analysis, *Comprehension, Cross Cultural Studies, Cultural Differences, Foreign Countries, Interviews, *Knowledge Level, Reproduction (Biology), *Sex Education, Sex Role, *Sexuality
Identifiers-Australia, Canada, Developmental Theory, England, Freud (Sigmund), Kohlberg (Lawrence), Piagetian Theory, Sweden, United States

The purpose of this cross-national descriptive study is to measure the extent of children's sexual knowledge and sexual understanding at various ages and to identify what processes of thought children use in trying to explain biological functions and the phenomena of their own bodies as they grow and change. Sexual thinking is defined as thinking about that broad area of sex and sexuality which impinges upon the child's world from birth. Face-to-face individual clinical interviews were devised to apply to children 5, 7, 9, 11, 13, and 15 years of age. Administered in Australia, England, North America, and Sweden, the interviews covered six areas: (1) aging and the best time to be alive in the human life sequence; (2) parents' identities and roles as mothers and fathers and as men and women; (3) children's sex preferences and the way in which children perceive sex differences in the newborn and during puberty; (4) the origin of babies and the role of mothers and fathers in procreation, gestation, birth, and related processes, including the area of not having babies''; (5) children's ideas about sex education at home and at school; and (6) clothing and nakedness. Children were also asked to define words on a sexual vocabulary list. Results are discussed in reference to developmental theories of childhood and implications for sex education. (RH)

ED 224 677 RC 013 736

Dahlinger, Philip J.

Community Relations in Small School Districts.

Pub Date-30 Oct 81
Note-8p.; Paper presented at the Annual Meeting of the American Association of School Administrators (114th, New Orleans, LA, February 26-March 1, 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Administrative Principles, *Administrator Role, Communication Problems, *Community Relations, Public Relations, *School Community Relationship, *Small Schools
Identifiers-School District Size

The term Community Relations'' is descriptive of the way of life for a school administrator in a small district where administrators are closer to the public. Community relations is more than just a steady stream of news releases or articles published in the annual town report. Community relations is (1) the total effort that an administrator makes to establish two-way communications between the school and all of the publics in the school attendance area, and (2) the actual relationships that exist as a result of those efforts. School administrators must never become so self-centered that they forget that they work for and with the community and the children, and not the opposite. Community relations can be either good or bad. A classic example of bad public relations is the school district that breaks its back communicating to the public, but hears very little from its constituents. Administrators must be accessible, receptive, and able to take action to correct errors and resolve problems. Because times are tough, educators must rely more on locally available resources and the process will create more school-community interaction. While all school personnel have a public relations function, the backbone of community relations is the attitude of the administrator. (BRR)

ED 224 717 SE 039 843

Babco, Eleanor L.

Salaries of Scientists, Engineers and Technicians. A Summary of Tenth Edition.

Scientific Manpower Commission, Washington, D.C.
Pub Date-Nov 81
Note-183p.
Pub Type- Numerical/Quantitative Data (110) - Reference Materials (130)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Academic Rank (Professional), *College Faculty, *College Science, Degrees (Academic), Employees, Employment Level, Engineering, *Engineers, Government Employees, Higher Education, Industry, *Paraprofessional Personnel, *Salaries, Sciences, *Scientists, Sex Differences, Surveys, Teacher Salaries

Salaries paid to beginning and experienced scientists, engineers, and technicians employed by industry, academic institutions, and all levels of government are detailed in this report. Both published and previously unpublished salary data from 57 surveys are included to provide a comprehensive picture of current salaries by sex, age, degree level, years since degree, geographic area, type of employer, principal work activity, and other variables. The data, presented in 172 tables and 8 charts, are organized into six sections (starting salaries; salaries of experienced scientific and technical personnel; salaries of engineers; salaries of technicians and technologists; federal salaries; and academic salaries). Each section is preceded by a brief discussion summarizing and highlighting the salary data therein. A detailed table of contents and cross index provide quick reference access to the tables. Each table includes its source, and a bibliography of sources provides both address and price of all published reports used in this compilation. Containing principally 1978-1981 data, the report also includes some salary data for earlier years. In every case where data are available by sex, this information has been included in the tables, some with breakdowns for minority and majority men and women. (Author/JN)

ED 224 778 SP 021 474

Freeman, Robert E.

Coalition Building for International Education in the San Francisco Bay Area: A Personal Perspective.

Pub Date-May 82

Note-35p.; Paper presented at the National Conference on Professional Priorities: Shaping the Future of Global Education (Easton, MD, May 19-22, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Citizenship Education, Cooperative Planning, Cooperative Programs, *Decision Making, Educational Resources, Global Approach, *Institutional Cooperation, *International Education, *Problem Solving, *Program Development, Resource Allocation, Teacher Education

Identifiers-*Bay Area and the World Project CA, *Bay Area Global Education Program CA

The Bay Area and The World (BAATW) Project and the Bay Area Global Education Program (BAGEP), two formal structures that form part of a coalition to make citizens more aware of the world's interdependence, are discussed. The historical background of these organizations and the initiation of the coalition are recounted. A listing is provided of the coalition's strengths that should be looked for in other coalition building efforts. A chart illustrates the current structure of the coalition. The current program is described as: (1) identification of Bay Area links to the world; (2) development of curricular guides for international education; (3) preparation of a design of major training institutes focused on Asia, Africa, and Latin America; (4) leadership development; (5) overseeing resource allocation; and (6) generating new resources. A description is given of early problems faced by the coalition and ways in which these problems were solved. An appraisal is presented of the current issues facing the coalition, including the determination of appropriate functions and rewards for the individual member organizations, methods of expanding, and long-term funding. Future functions and activities of the coalition are considered. (JD)

ED 224 797 SP 021 643

Elbaz, Freema

Teacher Thinking. A Study of Practical Knowledge. Croom Helm Curriculum Policy and Research Series.

Report No.-ISBN-0-89397-144-8

Pub Date-83

Note-239p.

Available from-Nichols Publishing Company, 155 West 72nd Street, New York, NY 10023 ($24.50).

Pub Type- Reports - Descriptive (141) - Books (010)

Document Not Available from EDRS.

Descriptors-Classroom Techniques, Cognitive Processes, Curriculum Development, *Decision Making, English Instruction, *Knowledge Level, Metacognition, *Professional Autonomy, Secondary Education, *Secondary School Teachers, Self Concept, Student Teacher Relationship, *Teacher Attitudes, Teacher Education, Teacher Participation, Teacher Role, *Teaching Experience, Teaching Methods

An examination of the ways in which teachers gain and use knowledge about their work is presented through a case study using retrospective interviews with a high school English teacher in Canada. The teacher's practical knowledge'' was explored in a series of open-ended discussions, dealing with the teacher's involvement in the development of an experimental course and with various issues, including attitudes toward teaching and learning, conception of subject matter in two areas (English and reading), and values, commitments, and career plans. These discussions were supplemented by two periods of observation in the classroom and in a reading center. The series of discussions and observation reports provide data about: (1) practical knowledge and teachers' experiential learning; (2) content of practical knowledge self-knowledge, subject matter knowledge, and curriculum and instruction knowledge; and (3) orientation and structure of practical knowledge, cognitive style, and reflections on research activity in this area. (JD)

ED 224 429 HE 015 758

Banta, Trudy W. And Others

Experimental Program for Opportunities in Advanced Study and Research in Education. 1981-82 Final Report.

Tennessee Univ., Knoxville. Bureau of Educational Research and Service.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Aug 82
Grant-NIE-G-79-0068
Note-106p.
Available from-Bureau of Educational Research and Service, University of Tennessee, 2046 Terrace Avenue, Knoxville, TN 37996 ($9.00).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Blacks, Conference Papers, Doctoral Programs, *Educational Research, Employment Potential, *Fellowships, *Females, Graduate Students, Higher Education, Interdisciplinary Approach, Internship Programs, Participant Satisfaction, Professional Recognition, Program Evaluation, *Researchers, Research Methodology, *Research Opportunities, State Universities
Identifiers-*University of Tennessee Knoxville

The Experimental Program for Opportunities in Advanced Study and Research in Education was a 3-year training program (1979-82) funded by the National Institute of Education to increase participation in educational research of women and minorities at the University of Tennessee, Knoxville. During the third project year, these objectives guided the program: (1) provision of practical experience for six second-year doctoral students in (a) project design and data collection in research and evaluation projects, (b) analysis and interpretation of data, (c) report writing, and (d) paper and proposal presentation; (2) student participation in colloquia and mini-courses to enhance research amd administrative skills; (3) interaction of project personnel through structured exercises in group dynamics; (4) project personnel attendance and participation at regional and national conferences and training workshops; (5) student internships; and (6) student evaluation of the project. Eighteen doctoral students (1 black male, 4 black females, 13 white females) received fellowships during the project's 3 years. Each completed at least two research projects and most presented at least one paper at a national meeting. All said they had undertaken research they would not have done without the program's impetus. Most believed the experience enhanced their employability. Students valued most the opportunities to engage in interdisciplinary research, present the research results at professional meetings, and develop or strengthen professional networks. (Author/MSE)

ED 224 447 HE 015 781

Oversight Hearing on Title III of the Institutional Aid Program. Hearing Before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, First Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date-12 Nov 82

Note-150p.; For related document, see ED 217 815. Not available in paper due to small print.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Accountability, Black Colleges, Community Colleges, *Developing Institutions, *Eligibility, Evaluation Criteria, *Federal Aid, Federal Legislation, *Federal Regulation, Financial Needs, *Financial Support, Government School Relationship, Hearings, Higher Education, Information Needs, *Need Analysis (Student Financial Aid), Small Colleges, Statistical Data, Student Financial Aid

Identifiers-Congress 97th, Education Amendments 1980, *Higher Education Act Title III

The text of federal oversight hearings on Title III of the Institutional Aid Program is presented. Statements by various college administrators, higher education association representatives, and state legislators are included. The proposed regulations were issued pursuant to Title III of the Education Amendments of 1980. In addition to clarifying the Department of Education's (ED) proposed regulations, the hearing is also designed to identify the data needed to carry out Congress's intent and to assure smooth operation of the grant process. Attention is directed to four basic issues: (1) institutional eligibility and use of 1978-1979 Pell Grant data in determining institutional eligibility; (2) the definition of substantial'' as proposed in the regulation; (3) emphasis on achieving institutional self-sufficiency or graduation from the Title III program; and (4) the regulatory limitations placed on explicit statutory set-asides for community colleges and historically black colleges. To be eligible, an institution must enroll a substantial percentage of students receiving need-based student financial assistance under Title IV, and the average amount of this student assistance must be high as compared with similar institutions. Based on the ED assumption that Congress expected that the statutory eligibility criteria would identify institutions that serve low-income students, the Department suggests that 35 percent be used as the definition of substantial percentage,'' and advises that the high-average award requirement in the law be deleted. (SW)

ED 224 465 IR 010 508

Baath, John A.

Correspondence Education in the Light of a Number of Contemporary Teaching Models.

Report No.-ISBN-91-23-92144-7

Pub Date-79

Note-129p.; For related document, see IR 010 509. This study is a revised and translated version of the project report Two-way Communication in Correspondence Education'' (Department of Education, University of Lund, Sweden).

Pub Type- Reports - Research (143) - Translations (170) - Books (010)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Correspondence Study, *Educational Theories, *Instructional Design, Instructional Development, Instructional Materials, *Learning Theories, Material Development, *Models

Identifiers-Behaviorism, *Distance Teaching, Structural Communication, Two Way Communication

To contribute to a deeper understanding of distance education and its potential development, this 19-chapter book systematically relates correspondence education to seven teaching models: Skinner's behavior control model, Rothkopf's model for written instruction, Ausubel's advance organizer model, Egan's structural communication model, Bruner's discovery learning model, Rogers' model for facilitation of learning, and Gagne's general teaching model. Following two introductory chapters covering background, aim, and teaching models, each of the seven models is discussed in depth. Each model is first described, with an explanation of its view of learning and teaching. Then, specific ways in which the model could be applied to correspondence education are examined. A summary chapter discusses the possibility of applying the models to correspondence education, suggests factors to be considered when choosing and applying models, and describes possible functions of postal two-way communication. An 8-page reference list is included. (Author/LMM)

ED 224 524 JC 820 574

Johnston, Archie B.

Tallahassee Community College Retention Study. Final Report.

Tallahassee Community Coll., Fla.

Pub Date-82

Note-20p.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Colleges, Dropout Attitudes, *Dropout Characteristics, Dropout Research, *Dropouts, *Enrollment Influences, Questionnaires, Student Attrition, Two Year Colleges, *Two Year College Students, *Withdrawal (Education)

A retention study was conducted at Tallahassee Community College (TCC) to determine reasons student withdrew from TCC prior to meeting their educational objectives. The survey population consisted of all students, apart from graduates and those who had been academically suspended, who were enrolled in winter 1981 but had not returned by winter 1982. Study findings, based on responses from 25.5% of the 1,115 former students sampled, revealed: (1) 69% of the respondents were female, 85.6% were white, 52.7% were single, and their mean age was 30.75 years; (2) 54% had sought an associate degree, and 14.1% had taken classes primarily not for college credit; (3) 35.2% withdrew because they were dissatisfied with themselves or their academic goals, 32.5% were dissatisfied with the courses that the college offered, and 30.9% had achieved their academic goals and/or transferred to another college; (4) 11% of the respondents had been enrolled in business courses, 9% in computer science, 8% in general studies, 7.5% each in nursing and accounting, and 6% in criminal justice; (5) 65.6% were employed for more than 20 hours a week while enrolled at TCC; and (6) the major nonacademic reasons for withdrawal were conflicts between schooling and family and work commitments, and family changes or pressures. Survey findings led to recommendations to, for example, increase intramural and on-campus activities. The survey instrument is appended. (HB)

ED 224 583 PS 013 251

Allen, Thomas E.

Exploring the Attributional Determinants of Continuing Motivation.

Pub Date-Aug 82
Note-31p.; Paper presented at the Annual Meeting of the American Psychological Association (90th, Washington, DC, August 23-27, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Attribution Theory, Elementary Education, *Elementary School Students, *Expectation, Failure, *Locus of Control, Models, Path Analysis, *Student Motivation, Success
Identifiers-Antecedents, *Continuing Motivation, *Task Value

Continuing motivation has been defined as an individual's willingness to return to a task or task area at a subsequent time, in similar or varying circumstances, without visible external pressure to do so, and when other behavior alternatives are available. In the current study, path models from Weiner's theory of motivation were developed to explore the attributional antecedents of continuing motivation. Model variables included locus of control, prior and subsequent ratings of task value and expectations for success, subjective judgments of outcome, internal attributions of the cause of success or failure, and continuing motivation. Questionnaires measuring these variables were administered to 168 fifth and sixth graders before and after a unit in science which formed part of their regular curriculum. Separate path analyses were planned for successful and failing students. For successful students, results confirmed many of the predicted path relationships pertaining to value, expectation, locus of control, and continuing motivation, although the mediational effects of attributions were very weak. Too few students reported failing the unit to warrant a full path analysis for that group; however, examination of correlations of data obtained from the failing students suggested that, for them, attributions play an important role in the facilitation of continuing motivation. (Author/RH)

Pla, Myrna Toro Leonor, Ed.
Eventos de Septiembre (September Events).
Hamden-New Haven Cooperative Education Center, Conn.
Spons Agency-Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
Pub Date-Sep 82
Note-101p.; For related document, see ED 221 334. Parts may be marginally legible.
Available from-Ethnic/Arts Migrant Project, Hamden-New Haven, Cooperative Education Center, 1450 Whitney Avenue, Hamden CT 06517-2497.
Language-Spanish
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Cultural Activities, Cultural Awareness, Cultural Education, Elementary Education, *Leaders, *Learning Activities, *Migrant Education, Puerto Rican Culture, *Puerto Ricans
Identifiers-Holidays, Labor Day

Written in Spanish, this booklet contains brief information on 10 September events celebrated by Puerto Ricans: Arturo Somohano, the beginning of the academic year, Dia del Trabajo (Labor Day), Pedro Albizu Campos, Lola Rodriguez de Tio, William Howard Taft, El Grito de Lares, Dia del Indio Americano (American Indian Day), las retretas, and verbenas and ferias. Designed as a teacher resource, the booklet includes brief biographical sketches of the accomplishments of Arturo Somohano, a concert pianist and composer who founded Puerto Rico's Philharmonic Orchestra; Pedro Albizu Campos, who fought for Puerto Rico's separation from the United States; Lola Rodriguez de Tio, a Puerto Rican poet; and William Howard Taft, a U.S. President. Brief information is provided on El Grito de Lares (September 23, 1868), which marked the beginning of a revolutionary movement; the beginning of the school year; Labor Day; American Indian Day; las retretas, public concerts usually held on Sunday afternoons; and verbenas and ferias, town celebrations and fairs. The booklet includes a list of 14 historical happenings in the month of September; several poems, including 22 poems written by Lola Rodriguez de Tio; and various suggested activities, e.g., discussion activities, writing exercises, riddles, and vocabulary development activities. (NQA)

ED 224 658 RC 013 712

Cantu, Virginia, Comp. And Others
Sarbalap! Words.
California State Univ., Los Angeles. National Dissemination and Assessment Center.
Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
Pub Date-81
Note-48p.
Language-English; Spanish
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Audiovisual Aids, *Bilingual Instructional Materials, Educational Environment, Educational Media, *English, *Glossaries, Language Arts, Mathematical Vocabulary, Social Studies, *Spanish, Supplies, *Vocabulary, *Word Lists

Prepared by bilingual teacher aide students, this glossary provides the Spanish translation of about 1,300 English words used in the bilingual classroom. Intended to serve as a handy reference for teachers, teacher aides, and students, the glossary can also be used in teacher training programs as a vocabulary builder for future bilingual teachers and teacher aides who are working on improving their language skills so that they may be better prepared to teach children. The words are divided into nine categories: media center, A-V aids, student supplies, school environment, science and math, language and usage, social studies, teaching, and psychological terminology for counselors. The glossary provides the Spanish translation of such words as cover of a book, character in a story, index card, magazine, tape recorder, homework, amplifier, design, earphones, enlargement, filmstrip, flannel board, tape measure, outline, scotch tape, blotter paper, curriculum, phonological, compass, construction paper, movie screen, sheet of paper, fun center, encyclopedia, sight words, faucet, feel box, paper towel, notebooook, mimeographed sheet, light switch, stapler, school board, sharing time, washstand, videotape, typewriter, yardstick, auditorium, attendance cards, peers, meaning, quotation, cardinal numbers, direct object, conjugation, three dimensional, economics, fire alarm, guessing time, loudspeaker, pause, and idiom. (NQA)

ED 224 737   SO 014 395

Weissberg, Robert
The Politically Relevant in Measuring Public Opinion.
Pub Date-Sep 82
Note-30p.; Paper presented at the Annual Meeting of the American Political Science Association (Denver, CO, September 2-5, 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Attitude Measures, *Policy Formation, *Political Attitudes, *Public Opinion, *Public Policy, Research Methodology, Research Needs, *Research Problems, Social Science Research

Because the attitude research approach to determining public opinion typically yields data irrelevant to public policy formation, researchers need to consider nontraditional approaches to public opinion measures. Attitude research assumes that people actually have readily measurable opinions and that each attitude can be measured singly. Measurement is directed toward uncovering a person's most preferred position. To be politically relevant, however, survey data must indicate the intelligibility of public responses; require respondents to set priorities and make trade-offs; depict what costs would be tolerated for a given policy; and distinguish degrees of political acceptability. Alternative measures include the budget pie'' technique in which participants are asked to allocate a fixed amount among different programs. A second technique involves providing participants with chips that they allocate to slots which represent government programs. Disadvantages of these methods include the amount of time required and the capacity of citizens to make resource allocations. A third approach allows respondents to select ranges of responses categorized according to acceptance, indifference, and rejection. Aggregation of data in all of these approaches is a major problem. Nonetheless, the goal should not be to measure public attitudes, but rather, political preference. (Author/KC)

ED 224 816 TM 820 828

de Bertoni, Alicia N. L. de Margurno, Josefina A. S.

Evaluation of Tertiary Level Institutions: A Reference System and Basic Instruments.

Pub Date-Jun 80
Note-26p.
Pub Type- Reports - Evaluative (142) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Colleges, *Evaluation Criteria, *Evaluation Methods, Evaluators, Foreign Countries, *Higher Education, *Institutional Evaluation, Measurement Techniques, Program Evaluation, *Systems Approach
Identifiers-Argentina (Buenos Aires)

A conceptual framework and practical approach are presented focusing on the possibility of making an evaluation of tertiary educational institutions by means of different levels, categories, and criteria of analysis. The paper is a preliminary reference design of evaluation whose theoretical approach is summarized with a more extensive methodological discussion. The levels of analysis include academic units in an institution, unit compatibility within the whole, and study of the whole versus plans and programs. To evaluate units, the examined methodology is meant to allow: (1) identification of units and subunits to be evaluated, choice of evaluators, and preparation of evaluation instruments; (2) information collection on components of the whole; (3) descriptions and weighting of variable behavior; (4) participation of appropriate institution members; (5) participation of outside specialists adequate to guarantee objectivity and technical solvency; (6) application of statistical methods to integrate the data into the qualitative analysis presupposed by the methodology; (7) familiarization with evaluation as a part of the act of education; and (8) reduction of evaluation costs by increasing the practicality of the proposed system. Specific operations are suggested. (CM)

ED 224 328 FL 013 367

Titone, Renzo

Attitude: A Crucial Differential Variable in Second Language Learning.

Pub Date-Nov 82

Note-13p.; Paper presented at the AILA Conference on First and Second Language Learning: Similarities and Differences (Milan, Italy, November 1-3, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Dialects, Diglossia, Italian, *Language Attitudes, *Learning Motivation, Official Languages, *Second Language Learning

The concepts and roles of motivation and attitude in relation to second language learning are examined. Motivation can be characterized as primary or derivative, and intrinsic or extrinsic. Attitude is a motivational factor generated by context. Motivation and attitude play an important role in all situations which are not natural, such as school language instruction. Studies of situations involving two languages in the same area or school have been conducted. Those studies are described which investigated four types of situations: (1) a dialect versus the national language (Italian); (2) a minority language versus the national language; (3) a dialect, the national language, and a foreign language; and (4) Italian as a foreign language in an alien community. The empirical data indicate a social basis of attitude in second language learning and the importance of psychoeducational strategies aimed at developing appropriate attitudes toward the language to be studied. The development of positive attitudes toward the target language and culture is the first step toward bilingualism. (RW)

Roth, Phillip W.
Eye-Openers for ESL Teachers.
Pub Date-Feb 82
Note-8p.; In: Boyd, John R., Ed.; Haskell, John F., Ed. Selected Papers from the Illinois TESOL/BE Annual Convention'' (10th, Chicago, IL, February 26-27, 1982).
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Techniques, Discovery Processes, Educational Resources, Elementary Education, *English (Second Language), Instructional Innovation, Instructional Materials, *Learning Activities, *Second Language Instruction, *Teaching Methods

Teaching for the moment,'' an approach to teaching English as a second language (ESL), is described. In addition to using nonclassroom moments to expose students to language discovery, this approach involves changing instructional materials to get to the students' level of language and experiential development. It also involves taking advantage of each situation as a potential learning experience within the classroom. For example, a bird flying into an open window in the classroom was used to present continuous tenses to describe what the bird was doing at various times. Teachers can provide variety in the classroom learning experience by using different teaching methods, including audiolingual, silent way, suggestopedia, counseling learning, and total physical response approaches. When students in the ESL classroom are having difficulty with some aspect of the language in the middle of a lesson, the teacher may teach the corrections on the spot. Specific ways to improve interest in ESL instruction and make it relevant to the students' environment may include using Mother Goose nursery rhymes to teach comprehension and culture or simple line drawings (droodles) to elicit oral responses from students. The need for teachers to know where language resources exist, and implications for teacher trainers, curriculum writers, and program directors are briefly addressed. (SW)

ED 224 380 HE 015 643

Teddlie, Charles Larche, Deidra

Perceptions of Black and White Students on Extracurricular Participation and Discrimination at a Large Southern University.

Spons Agency-Louisiana State Univ., Baton Rouge.

Pub Date- 79

Note-16p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Alienation, *Black Students, *College Desegregation, College Environment, *Extracurricular Activities, Higher Education, Institutional Research, Racial Bias, *Racial Discrimination, Racial Relations, Student Attitudes, Student College Relationship, *Student Participation, *Whites

Identifiers-*Louisiana State University

Black student attitudes about Louisiana State University (LSU) and their participation in extracurricular activities were studied and compared to those of white students. Questionnaires were mailed to the approximately 1,400 black students attending LSU and an equal number of white students, and responses were obtained from 129 black and 114 white students. A lower participation rate in extracurricular activities was found for black students compared to white students. Black students participated significantly less in: professional, career, or honorary groups; on-campus football games; on-campus religious services; and classes. Blacks appeared to substitute off-campus activities, probably at Southern University, for LSU on-campus activities. Black students perceived discrimination from faculty members significantly more than did white students, and more often felt that less discrimination and more acceptance would increase their participation in extracurricular activities, as would more information about the extracurricular activities. In addition, black students more often felt that an outreach program for recruitment would enhance black participation, and that organizations of activities interesting black students would help induce black participation. Whites preferred predominantly white organizations, while blacks preferred mixed groups. While a large groups of blacks wanted the administration to further integrate on-campus activities, an equally large number advocated the formation of exclusively black organizations. (SW)

ED 224 413 HE 015 731

Douglas, Joel M., Ed.
Faculty Work Stoppages in Higher Education: 1966-1982.
City Univ. of New York, N.Y. Bernard Baruch Coll. National Center for the Study of Collective Bargaining in Higher Education and the Professions.
Pub Date-Oct 82
Note-11p.
Available from-National Center for the Study of Collective Bargaining in Higher Education and the Professions, Baruch College, 17 Lexington Avenue, New York, NY 10010.
Journal Cit-Newsletter; v10 n4 Oct 1982
Pub Type- Collected Works - Serials (022) - Numerical/Quantitative Data (110) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Collective Bargaining, *College Faculty, Economic Factors, Employment Problems, Faculty College Relationship, Government Employees, *Higher Education, *Labor Relations, Negotiation Impasses, State Colleges, *Teacher Strikes, Trend Analysis, *Unions

A theory of strikes in higher education and a statistical analysis of strike activity are presented in this newsletter issue. The report on the theory of strikes in an article by Lisa Flanzraich addresses the absence of strikes on campuses during fall 1982 and the conditions in which strikes occur. The absence of strikes could be proof of the maturation of collective bargaining in higher education, or indicative of the economic recessions of the past decade. Advocates of striking maintain that the right to strike is an integral part of the collective bargaining process. Reasons most often cited in support of the strike prohibition for public employees include the following: the government is the employer and is immune from strikes, and the employer is not profit oriented. Although public employees do not enjoy the right to strike, the majority of faculty strikes have been in public institutions. A factor to consider in analyzing why strikes do not happen is the multi-year contract. A complete listing of all reported faculty strikes in higher education prepared by Esther Liebert is presented. The 92 faculty work stoppages reported in higher education collective bargaining from 1966-1982 are identified by year, institution, state, agent, whether the institution is two- or four-year and duration of the strike. The mean and median length of strikes in calendar days and an outline of work stoppages by bargaining agents are provided. (SW)

ED 224 506 JC 820 283

Berghaus, William C. B. Graham, Joy
Planning and Conducting a Community Health Screening Fair. NCCSCE Working Paper Series, National Council on Community Services and Continuing Education.
Pub Date- 82
Note-13p.; Originally published by the National Council on Community Services and Continuing Education (NCCSCE) as an insert in the Community Services Catalyst; v12 n2 Spr 1982.
Pub Type- Guides - Non-Classroom (055) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Biomedical Equipment, Community Colleges, *Community Health Services, Health Education, *Medical Evaluation, Outreach Programs, *Program Development, *Program Implementation, Two Year Colleges, Volunteers

Each spring, Lord Fairfax Community College (LFCC) organizes and coordinates an Annual Health Screening Fair, a preventive health package designed to help residents identify health-related problems and become more informed about maintaining good health. The community service goals of the fair include the provision of free or minimal-cost health screening for as many diseases and to as many people as possible using the combined medical and non-medical resources of the community. Health fair planning requires the involvement of an active, representative steering committee, the establishment of a checklist of activities and deadlines, public relations and publicity efforts, provision for equipment and supplies, volunteer orientation and training, and budgeting. The fair itself consists of a number of stations through which participants proceed. These stations deal with registration, height and weight measurement, breast examination, pulmonary functions, vision, use of the vial of life, hearing, glaucoma, diabetes and anemia, blood pressure, blood chemistry regulation and testing, refreshments, podiatry, oral screening, counseling and referral, and evaluation. Records are kept on participants by age, sex, and abnormalities and follow-up contacts are made when necessary. Response to the fair from participants, volunteers, and physicians has been positive. This paper provides guidelines and checklists covering important considerations in planning and implementing similar fairs. (AYC)

ED 224 602 PS 013 273

Scourfield, Judith VanDyke

Two Studies in the Use of Checklists to Predict Success in Kindergarten and Grade One.

Pub Date-82
Note-14p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Check Lists, Early Childhood Education, *Grade 1, Kindergarten, *Kindergarten Children, *Predictive Measurement, Reading Achievement, Reading Readiness, *Screening Tests, *Test Validity

Two studies were conducted to investigate the predictive validity of prekindergarten and pre-grade 1 screening checklists. In the first study, all 83 students registering for kindergarten at an elementary school were administered Austin and Lafferty's prekindergarten checklist. Toward the end of the school year, the children were administered the Metropolitan Readiness Test (MRT). Relationships were sought between checklist scores and the prereading composite stanine on the MRT. In a subsequent study, the 19 questions on Ames' (1970) checklist were administered to each student. Thirteen months later, reading levels completed by each student were compiled. For each of the reading levels completed (preprimer, primer, or on level''), the percentage of students who scored within a specific range of yes-answer'' scores on the checklist was calculated. A Pearson product-moment correlation was calculated to relate the number of such answers with the reading level subsequently completed. Results are discussed, and recommendations are offered for using the checklists and for relating the findings to program content. (RH)

ED 224 639 RC 013 693

Raftery, John And Others

A Survey of the Educational and Training Needs of the Pastoral Industry of South Australia. Final Report.

South Australian Dept. of Further Education, Adelaide.
Report No.-ISBN-0-7243-9167-3
Pub Date-Nov 81
Note-101p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-*Adult Farmer Education, Adult Vocational Education, Agricultural Occupations, Agricultural Production, Delivery Systems, Economic Factors, Educational Needs, Foreign Countries, Livestock, *Management Development, *Mechanical Skills, Minicourses, Needs Assessment, *Rural Education, School Community Relationship, Skill Development, Technological Advancement
Identifiers-*Australia (South Australia), Isolation (Geographic), *Pastoral Industry

In late 1979 and 1980 a survey was conducted of 207 pastoral lease owners and managers in the north of South Australia to determine their education and training requirements. The pastoral industry grazes sheep and cattle on native pastures and shrubs, is beset by widely fluctuating rainfall and production, sells its products of wool and meat on a buyer's market, and faces the problem of insecure land tenure. Most pastoral properties are remote from towns and technical and further education colleges. This isolation poses particular problems in relation to both the acceptance and provision of training. Since the early 1970's, however, pastoralists have become more aware of the need for training with the increasing complexity of vehicles and plants and a decreasing number of employees. The survey clearly indicated need for a formal award in pastoral studies, with training for both property managers and station hands. This vocational area has not been adequately serviced in the past and the proposed initiative would complement existing provisions in rural studies and the Certificate in Farm Practice and Rural Studies Certificate courses. Appendix J reports follow-up action during 1981 in the form of an initial curriculum proposal for two courses. (BRR)

ED 224 698 SE 039 738

Pestrong, Raymond

Slope Stability. CEGS Programs Publication Number 15.

Council on Education in the Geological Sciences, Washington, D. C.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-ISBN-0-07-012323-3
Pub Date-74
Note-79p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Civil Engineering, *College Science, *Force, *Geology, Higher Education, Laboratory Manuals, Laboratory Procedures, Problem Solving, Science Education, *Science Experiments, *Soil Science
Identifiers-*Landslides, National Science Foundation

Slope Stability is one in a series of single-topic problem modules intended for use in undergraduate and earth science courses. The module, also appropriate for use in undergraduate civil engineering and engineering geology courses, is a self-standing introduction to studies of slope stability. It has been designed to supplement standard introductory geology laboratory exercises, providing text, problem, and laboratory materials sufficiently flexible to satisfy the needs of widely varied classrooms and instructional situations. Background information may be supplemented with material in other texts. Problems may be done independently of or in conjunction with the laboratory exercises. Topics (with related text, problems, experiments) focus on forces at work, nature of materials, nature of movement, mass-movement classification, landslide recognition, stability analysis, landslide control/correction. Additional, miscellaneous experiments (man-made slope instabilities, quicksand, piping, rapid reservior drawdown) and examples of types of mass movement are provided. Module equipment/materials and grain-size scales for sediments are included in appendices. Like other modules in the series, this module is inquiry- and problem-oriented, dealing with interdisciplinary, contemporary, and pragmatic aspects of the subject matter. It is designed to be open-ended so that ideas can be incorporated into higher level classwork. (Author/JN)

ED 224 718 SE 039 845

Broste, Dale

Belt Filtration. Sludge Treatment and Disposal Course Envirotech Operating Services, San Mateo, CA.; Linn-Benton Community Coll., Albany, Oreg.

Spons Agency-Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.

Pub Date-Aug 80

Grant-EPA-900953010

Note-45p.

Available from-Linn Benton Community College, 6500 SW Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide, cost per entire set slide-tape, 1 copy of student workbook and 1 copy of instructor's guide is $75. per unit); EPA/Information Reference Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212, prices from EPA are available upon request.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Instructional Materials, *Laboratory Procedures, Postsecondary Education, *Sludge, Teaching Guides, *Training Methods, *Waste Water, *Water Treatment

Identifiers-Belt Filtration

This lesson, an introduction to belt management, was developed for a course in sludge treatment and disposal. Fundamental principles of belt filter operation are described. Chemical conditioning and the effect on sludge characteristics are discussed, and a detailed description of the different zones of dewatering is presented. Information on typical components and their functions is followed by a discussion of process control parameters and safety considerations. The instructor's manual contains a brief description of the lesson, list of lessons students should review before starting belt filtration, estimated time, instructional materials list, suggested sequence of presentation, required reading list, reference reading list, lecture outline, narrative of the slide/tape program used with the lesson, and student worksheet (with answers). The student workbook contains objectives, plant flow diagrams, glossary, subject matter, references, and worksheet. The subject matter is presented under the following headings: theory, components, process stream characteristics, safety, and operational parameters. (Author/JN)

ED 224 758 SO 014 437

Ehman, Lee H. Eyler, Janet

Exploring Alternative Causal Hypotheses with Across-Time Political Attitude and Participation Data.

Pub Date-24 Nov 82

Note-22p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Boston, MA, November 24, 1982). Not available in paper copy due to light print type throughout original document.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Classroom Environment, Data Analysis, Educational Research, Extracurricular Activities, High Schools, High School Students, Longitudinal Studies, Path Analysis, *Political Attitudes, *Political Socialization, *Research Methodology, *Research Problems, Social Studies

A longitudinal study of political attitudes and behavior of high school students reveals varying results when two different methods of data analysis are applied. A sample of 293 students was questioned (during their sophomore year in 1974 and again in 1976 when they were seniors) about political orientation, number of social studies classes taken, social studies classroom climate, school activities, and gender. The purpose of the study was to expand upon earlier research (Beck and Jennings, 1982) linking high school activity with youth civic orientation. When path analysis was applied, the study replicated Beck and Jennings' findings, which also resulted from path analysis. The contribution of social studies classes to political attitudes was found not to be significant while an open social studies classroom environment led to positive political attitudes. However, when two-stage least squares analysis was applied, classroom climate was found not to be a significant predictor. Also, while prior political attitudes led to political participation, increased participation resulted in more negative attitudes. For various reasons, the two-stage least squares method appears to be the most reliable, least restrictive technique and thus more appropriate for analyzing complex relationships. (KC)

ED 224 837 TM 830 031

Choppin, Bruce

A Two-Parameter Latent Trait Model. Methodology Project.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Nov 82
Grant-NIE-G-80-0112
Note-37p.

Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Ability, Algorithms, *Guessing (Tests), Item Analysis, *Latent Trait Theory, *Mathematical Models, *Multiple Choice Tests, Probability, Test Construction, Testing Problems, Test Items
Identifiers-*Item Parameters, Two Parameter Model

On well-constructed multiple-choice tests, the most serious threat to measurement is not variation in item discrimination, but the guessing behavior that may be adopted by some students. Ways of ameliorating the effects of guessing are discussed, especially for problems in latent trait models. A new item response model, including an item parameter to describe guessing is presented. Rather than estimating the asymptotic probability for success for a person of infinitely low ability, this parameter is shown to indicate the location on the ability scale below which guessing may be anticipated to be dominant for any item. Multiple choice item data are examined to establish typical shapes for item characteristic curves and to identify possible reasons for their unanticipated variation in the lower ability scale. The model is viewed as the sum of two logistic functions: the classical Rasch model of correct response probability, and an added function where the maximum success probability is constrained by item format (number of alternative choices) and the probability that an individual will choose to guess at random in inverse relation to the person's ability. An estimation algorithm for improved item calibration and person measurement is presented. (CM)

ED 224 365 HE 015 628

Stuart, Reginald

Black Perspectives on State-Controlled Higher Education: The Florida Report.

John Hay Whitney Foundation, New York, N.Y.
Pub Date-Apr 74
Note-32p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education, Black Colleges, *Blacks, *Black Teachers, *College Desegregation, Community Colleges, Court Litigation, Decision Making, Desegregation Litigation, Equal Education, Equal Opportunities (Jobs), *Higher Education, Land Grant Universities, *Public Education, *Racial Integration, School Organization, State Boards of Education, State Colleges
Identifiers-*Florida

Information on the Florida state-supported higher education system is presented to enhance the black citizen's capability to discuss and influence the future design and operation of public higher education. Attention is directed to: the structure of higher education; developments in the community colleges, state universities, and land grant colleges; and Florida's desegregation plan for higher education and relevant court cases. Additionally, black presence in public higher education is considered in areas such as top-level decisionmaking bodies, employment opportunities within higher education; and educational opportunities. Based on the 1970 census, black citizens represented 15.5 percent of Florida's population. Blacks comprised roughly 9.3 percent of the community college enrollees in the fall of 1973 (more than half of these students were enrolled in nondegree programs), and 8.5 percent of public university students. As of January 1974, black citizens held only 21 of 211 positions on the principal policy and decisionmaking higher education boards. Of these 21, 20 were on community college boards. In addition, only 6.1 percent of the full-time faculty at state-controlled senior colleges and universities were black, and the number and percentage were smaller for the community colleges. The data indicate that black enrollment and employment within higher education are limited. Appended materials include: lists of members of the board of regents of the state university system and of community college districts by county, and information on the independent status versus annexation of public black colleges in the United States. (SW)

ED 224 466 IR 010 509

Baath, John A.
Postal Two-Way Communication in Correspondence Education. An Empirical Investigation.

Report No.-ISBN-91-23-92305-9
Pub Date-80
Note-186p.; For related document, see IR 010 508.
Pub Type- Books (010) - Information Analyses (070) - Reports - Research (143)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Computer Oriented Programs, *Correspondence Study, Foreign Countries, Instructional Design, Intermode Differences, Literature Reviews, Secondary Education, *Student Attitudes, Student Attrition, Tables (Data), Time Factors (Learning), *Time on Task, Vocational Education
Identifiers-*Distance Teaching, Great Britain, Norway, Sweden, Two Way Communication

A review of the research on correspondence education with emphasis on its two-way communication aspects introduces this report on a series of studies designed to shed light upon problems related to the design and delivery of correspondence instruction. A total of 1,805 adult students enrolled in regular Swedish, Norwegian, and British correspondence courses of a secondary school or vocational training type were randomly assigned to experimental groups with (1) varying submission density'' (equivalent to varying length of study units); (2) varying numbers of assignment questions (omitted questions being replaced by self-check exercises); and (3) traditional postal instruction versus computer-assisted postal instruction. Data were collected through questionnaires, final tests, and a special student register. Results in the third series of experiments showed that the computerized postal instruction was experienced as more positive by the students than the traditional one. Students receiving computer-assisted correspondence tutoring started submitting more assignments than students receiving traditional tutoring by mail. In one of the two experimental courses, they also completed their studies more fully and more rapidly. Examples of postal two-way communication, computer-generated comment letters, and additional tables are appended, and a 13-page reference list is provided. (Author/LMM)

ED 224 486   IR 050 027

McCabe, Gerard B.

Building a New Library or Renovating an Old: Some Things To Consider.

Pub Date-80

Note-32p.

Pub Type- Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Libraries, Architecture, Building Conversion, *Building Design, Construction Programs, Consultants, *Design Requirements, Facility Improvement, Facility Requirements, Higher Education, Librarians, Library Administration, *Library Facilities, *Library Planning

Identifiers-Library Statistics

This article provides suggestions for librarians who are planning for the construction of new library buildings or the renovation or conversion of older buildings. The recommendations are based on practical experience gained by a Director of University Libraries in the planning and construction of Tompkins-McCaw and James Branch Cabell Libraries at Virginia Commonwealth University. Reference throughout the article is made to the writings of five recognized authorities in the field of library building construction and furnishings: Ralph E. Ellsworth, Ellsworth Mason, Keyes D. Metcalf, William S. Pierce, and Godfrey Thompson. Particular attention is given to areas inadequately recognized by these authors including exteriors of library buildings, building approach and access, bicycle accommodations, lighting, sprinkler systems for fire protection, carpeting of floor surfaces, wall coverings, pest control, pesticide treatments, and refuse disposal. The role of the librarian in architectural planning, and the importance of hiring a library building consultant and utilizing library service statistics when planning a library building are also considered. The article concludes with two lists outlining cost and capacity figures for the Tompkins-McCaw and James Branch Cabell Libraries, and a six-item bibliography. (Author/ESR)

ED 224 544 JC 830 022

Finance of California Community Colleges. Workbook to Accompany the Videotape.

Academic Senate for California Community Colleges, Sacramento.; Association of California Community Coll. Administrators.

Pub Date-Nov 82

Note-25p.

Available from-Treasurer, Academic Senate for California Community Colleges, Santa Monica College, Anatomy Department, 1900 Pico Blvd., Santa Monica, CA 91411 (Videotape, $53.25 in California; $150.00 out of California).

Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Average Daily Attendance, *Budgeting, Budgets, *Community Colleges, Definitions, *Educational Finance, Educational History, *Financial Policy, Financial Support, Mathematical Formulas, *State Aid, Two Year Colleges

Identifiers-*California

Designed to accompany the videotape, Finance of California Community Colleges,'' this workbook contains information, worksheets, and forms designed to help viewers assimilate the videotape's presentations on the history and future of California community college finance, and on income and expenditures in community college budgets. First, a summary is provided of the eight different funding policies in effect between 1972 and 1982 and of the negative effects of frequent changes on community college districts. The next section defines average daily attendance (ADA) and describes three formulas for computing ADA for summer session, positive attendance, and census weeks. Next, formulas are provided for calculating state apportionment for 1982 (i.e., methods for determining 1982-83 base revenue, the inflation factor, ADA adjustments due to growth or decline, and total revenue). Next, forms from CCFS-311, the official public document by which a college district reports its budget to the state of California, are presented and explained. Finally, a glossary of budgeting terminology and a list of further readings are presented. (AYC)

ED 224 563 PS 013 183

Lamb, Marilyn

Art and the Infant-Toddler Curriculum.

Pub Date-Nov 82
Note-19p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Washington, DC, November 11-14, 1982).
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Art Activities, Art Education, *Art Materials, *Developmental Stages, Early Childhood Education, *Infants
Identifiers-*Toddlers

Stages in the development of art expression in infants and toddlers are briefly described and illustrated in this paper. Following this overview, suggestions are made about ways to introduce infants and toddlers to various developmentally appropriate media and how to support the artistic efforts of very young children. Materials recommended include crayon, large kindergarten pencil, magic markers, chalk, cotton swabs and food coloring, and paper for scribbling. Tempera, finger paints, and water colors, as well as evaporated milk and colored tissue paper, are recommended materials for painting activities. Guides for sculptural mixed-media projects appropriate for children 2 years of age and older are also provided. In conclusion, suggestions for displaying and protecting children's artwork are offered, and references providing detailed information about stages in the development of art expression are listed in a short bibliography. (RH)

ED 224 678 RC 013 737

Wilson, Alfred P.

The Rural Principalship: A Fruitful Field for Research and Service.

Pub Date-Aug 82

Note-10p.; Paper presented at the National Conference of Professors in Educational Administration (San Marcos, TX, August 1982). For related document, see ED 212 438.

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrator Responsibility, *Administrator Role, Definitions, Elementary Secondary Education, Guidelines, *Principals, *Research Needs, *Rural Schools

A guide intended to assist the researcher, trainer, or writer seeking to serve the rural principal is developed around the functions of the rural school principal. A definition and a list of functions are provided for each of six classification areas: curriculum and instructional leadership, personnel guidance, school community relations, administrator responsibilities, evaluation responsibility, and professional improvement. (AH)

ED 224 779 SP 021 476

Soley, Mary E.

The Use of Formative Evaluation in the Development of Global Education Curriculum Materials.

Pub Date-May 82

Note-28p.; Paper presented at the National Conference on Professional Priorities: Shaping the Future of Global Education (Easton, MD, May 19-22, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Information Analyses (070)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Curriculum Development, *Evaluation Methods, Feasibility Studies, Feedback, *Formative Evaluation, *Global Approach, Instructional Materials, *Material Development, *Pilot Projects, Program Development, Program Evaluation, Secondary Education

The emergence and purpose of formative evaluation as a tool for curriculum developers is described. It is pointed out that formative evaluation seeks to establish the merit of instructional materials during their development, to modify and improve the design of instructional materials, and to establish their worth so they may be adapted for use in local contexts. The value of formative evaluation in the development of global education materials is explored. A discussion is presented on formative evaluation methods and procedures, including: (1) pilot testing materials in the field; (2) use of prototype materials during pilot testing; (3) use of entire sets of materials during pilot testing; (4) determining the size and scope of pilot tests; (5) purpose and procedures of site visits during pilot testing; (6) composition and contributions of panels of experts; and (7) purposes and advantages of teacher and student evaluations and questionnaires. A description is presented of the use of formative evaluation in developing a curriculum for a Global Studies in Geography Project for middle school social sciences students. Problems faced by developers in adapting materials to the abilities and interests of both students and teachers are discussed. Recommendations and guidelines are offered for planning and expediting a formative evaluation. (JD)

ED 224 798 SP 021 650

Hite, Herbert And Others

State Wide Coordination for Staff Development. An Evaluation of a Series of Drive-in Conferences for Washington State Educators.

Western Washington Univ., Bellingham.

Spons Agency-Department of Education, Washington, D.C. Teacher Corps.; Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date-Aug 82

Grant-G007803113

Note-44p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Agency Cooperation, *Conferences, Cooperative Planning, Decision Making, Educational Cooperation, Elementary Secondary Education, *Inservice Teacher Education, Institutional Cooperation, Participative Decision Making, *Staff Development, *State Departments of Education, *Statewide Planning

Identifiers-*Teacher Corps, Washington, Western Washington University

In 1981-82, the Washington State Education Agency and the Teacher Corps project at Western Washington University (Bellingham) conducted a series of five drive-in conferences to promote collaborative efforts in staff development. The main feature of the Teacher Corps project was a teacher-designed inservice program, while the Washington State Education Agency had completed studies on inservice teacher education, a plan for coordinating these activities, and a design for a state system of coordinating staff development. The introduction to this report on the drive-in conferences describes the activities of both parties prior to the conference. Section 2 outlines the planning procedures for the conference establishing assumptions, goals, format, and program. Conference outcomes from the perspectives of both the state agency and the Teacher Corps project are delineated in the third section. Reflections of the outcomes of the conference by state agency and Teacher Corps staffs are presented in section 4. In the fifth section, major lessons learned from the conference about collaboration, coordination, and organizational change are listed and discussed. The sixth section is a summary of the conferences' outcomes. Appendices contain a sample of the program agenda; an abstract of the Washington State System for Coordination of Staff Development; a table of conference panelists; a chart of the organization of the Teacher Corps inservice model; and a list of the purposes of the state coordination

ED 224 817 TM 820 877

Hall, Gene E.

Viewing Evaluation Utilization as an Innovation.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-81

Note-21p.; Paper presented at the Joint Annual Meeting of the Evaluation Network and the Evaluation Research Society (Austin, TX, October, 1981).

Pub Type- Reports - Evaluative (142) - Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Change Strategies, *Educational Innovation, Evaluation, Interviews, *Measurement Techniques, Observation, *Organizational Change

Identifiers-*Concerns Based Adoption Model, *Evaluation Utilization, Innovations Configuration, Levels of Use of the Innovation

An attempt to develop understandings about how individuals experience change within organizational contexts is presented. Concerns Based Adoption Model (CBAM) research provides background for how evaluation utilization can be defined and why it might be useful to view evaluation as an innovation. A change process-based definition of evaluation utilization is that (1) use of evaluation is a process; (2) it must be assessed at the individual level as well as for the organization as a whole; and (3) it must be considered across evaluations within an adopting organization, or across organizations for regional and national study. To assess use would entail conducting focused interviews to assess Levels of Use (LoU) and development of an Innovation Configuration Checklist that could be assessed through a combination of interview and observation procedures. The resultant data could be analyzed to identify and describe the various configurations of the evaluation that were being used. Implications for practice and research are discussed. (Author/PN)

ED 224 329 FL 013 368

O'Flanagan, M. J. R.

A Program for Teaching and Learning to Read Professional Texts in a Second/Foreign Language at Siemens AG.

Pub Date-Aug 82
Note-24p.; Paper presented at the International Symposium on Language for Special Purposes (Eindhoven, The Netherlands, August 2-4, 1982).
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Course Content, *English for Special Purposes, Glossaries, Postsecondary Education, *Reading Comprehension, *Reading Instruction, Second Language Instruction, Teaching Methods, Technical Writing, *Vocabulary Development

A course was developed for teaching reading comprehension of English technical texts to German speaking professionals. Before proceeding with the course, students are administered a memory test and vocabulary test to determine their initial skill levels in English. The materials used for the course include learner's dictionaries of approximately 2,900 to 4,900 items for various technical areas. These dictionaries are compiled from English language specifications, descriptions, and other texts pertaining to the technical field. Dictionaries have been compiled on public switching systems for hardware and software, private switching systems, and communications and office automation. The 2-month course is divided into three stages: (1) intensive vocabulary learning; (2) classroom introduction to the reading of the technical texts on which the dictionaries are based; and (3) the tutorial stage, which involves discussion of problems that students encounter in reading texts of their own choosing. The teaching methods used in each stage are described. (Author/RW)

Shaunnessey, Maryann S.
Less Is More: Pacing in the ESL Class.
Pub Date-82
Note-6p.; In: Boyd, John R., Ed.; Haskell, John F., Ed. Selected Papers from the Illinois TESOL/BE Annual Convention'' (10th, Chicago, IL, February 26-27, 1982).
Pub Type- Speeches/Meeting Papers (150) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Cues, Elementary Secondary Education, *English (Second Language), Intonation, Mastery Learning, *Pacing, *Pattern Drills (Language), *Pictorial Stimuli, Reading Skills, Second Language Instruction, *Sentence Structure, *Teaching Methods, Visual Learning, Written Language

Pacing in the teaching of English as a second language (ESL) is considered. It is suggested that the problem of pacing is almost entirely a matter of teachers covering material so rapidly that the student frequently does not have the opportunity to integrate it. Since the recognition of sounds, symbols, and sentences is not mastery of them, it is important that students master the simpler structures on which the more complex English structures are based. Pacing begins in the goals the teacher sets for students and is enhanced through classroom drilling. The repetition drill per se is largely a matter of listen and repeat. By adding systems of visual cues, the exercise can also be used to teach reading skills, intonation patterns, and correct versus incorrect variations in sentence patterns. The teacher can drill oral and written questions and answers and at the same time provide intonation practice to a highly literate student (i.e., capable of structural substitutions). For a student who is semiliterate (particularly one who is unfamiliar with the spatial order of English), the teacher must combine oral drill with visual cues that encourage left-to-right movement across the page. Finally, for a barely literate student, the teacher must combine oral skills with those that develop discrimination of sentence, word, and letter boundaries, in that order. An instructional approach involving slot substitution for parts of sentences is illustrated. (SW)

Voluntary Support of Education, 1980-1981.
Council for Financial Aid to Education, New York, N.Y.
Spons Agency-Council for the Advancement and Support of Education, Washington, D.C.; DeWitt Wallace / Reader's Digest Fund, Pleasantville, N.Y.; National Association of Independent Schools, Boston, Mass.
Pub Date-May 82
Note-132p.; Not available in paper copy due to small print of original.
Available from-Council for Financial Aid to Education, 680 Fifth Avenue, New York, NY 10019 ($15.00).
Pub Type- Numerical/Quantitative Data (110) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Alumni, *Business, Colleges, Comparative Analysis, *Donors, Endowment Funds, Expenditures, Financial Support, *Higher Education, Industry, Institutional Characteristics, *Philanthropic Foundations, *Private Financial Support, Private Schools, Religious Organizations, School Business Relationship, School Funds, Trend Analysis
Identifiers-*Corporate Support, Survey of Voluntary Support of Education

Results of the 1980-1981 Survey of Voluntary Support of Education are presented, including a narrative summary and detailed statistical tables. Reports of voluntary support are presented for 928 institutions, and support patterns over the last decade are examined, along with patterns for a core group participating in two successive surveys. Attention is also directed to national estimates of voluntary support for higher education by source and purpose, and to economic indicators and institutional expenditures. Statistics on support are presented for specific colleges and universities and private elementary and secondary schools by state. For each institution, support in dollars is indicated for: current operations; capital purposes; six sources of support (e.g., business, alumni, foundations); bequests; annuities, life contracts, insurance; six kinds of support through the annual fund; nonalumni parent support; corporation matching gifts; and endowment market value. Summary tables of this information are also presented by type of institutions. National estimates of voluntary support of higher education indicate that: total voluntary support rose $430 million in 1980-1981 to an estimated $4.23 billion; and alumni and nonalumni individuals as groups each contributed more than $1 billion in a single year. Reports for participating institutions show that: bequests and deferred gifts declined in importance as sources of gifts from individuals; and corporate matching gifts provided a record 8 percent of total corporate support. (SW)

ED 224 430 HE 015 759

Gough, J. E.

Listening and Learning: Audio Cassettes at Deakin University.

Pub Date-Aug 80
Note-13p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Audiotape Cassettes, *College Students, Educational Media, Educational Technology, *Extension Education, Foreign Countries, Higher Education, Institutional Research, Instructional Materials, *Listening Habits, *Nontraditional Education, Participant Satisfaction, *Student Attitudes, Study Habits, Use Studies
Identifiers-*Deakin University (Australia), Distance Education

Student attitudes about using audio cassettes in the course Images of Man'' at Deakin University, Australia, were evaluated in 1979. A total of 192 off-campus and 39 on-campus students responded to a mail questionnaire. Responses indicate the following: students stopped cassettes to take a break and to replay sections; 70 percent listened to cassettes while doing a routine chore, and about 75 percent usually listened when they were free of interruptions; students did not always use the programs at the appropriate time and delayed their listening; some students desired program transcripts; women were much more likely to listen to cassettes when free of interruptions and when doing chores, and to feel that the voice on cassettes helped to overcome the isolation felt by being off-campus students; distance from campus did not seem to interact with the cassettes' role in lessening feelings of isolation or in keeping students working on the course; off-campus students seemed to enjoy cassettes more than did on-campus students, were more concerned to build them into their study programs, and were more accepting of the shortcomings of programs in content but more critical of production and technical shortcomings; the main dissatisfaction of on-campus students was not being provided with their own copies of audio cassettes as were off-campus students. It is concluded that a high proportion of students used and highly valued audio cassettes supplied as part of their teaching materials, and that more guidance should be given to students to improve their skills in using tapes effectively. Some student comments are included. (SW)

ED 224 448 HE 015 782

Study Mission to the Soviet Union, West Germany, and Greece, June 28, 1981-July 3, 1981. Report of the Subcommittee on Postsecondary Education, Committee on Education and Labor. House of Representatives, Ninety-Seventh Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
Pub Date-Sep 82
Note-16p.
Pub Type- Legal/Legislative/Regulatory Materials (090) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Curriculum, College Programs, *Comparative Education, Cultural Activities, Elementary Secondary Education, Federal Aid, *Financial Support, Fine Arts, *Foreign Countries, Foreign Policy, *Higher Education, Humanities, Language Role, *Second Language Instruction, Student Financial Aid, Study Abroad
Identifiers-*Dependents Schools, Greece, *USSR, West Germany

A 7-day study mission by the House Subcommittee on Postsecondary Education, to Moscow, Kiev, Bonn, and an interim stop in Athens is reported. The mission was designed to gather information regarding the current state of higher education, especially on financing and curriculum, in West Germany and the U.S.S.R. The delegation was especially interested in: methods of financial assistance provided to students by the national governments; foreign language requirements for elementary/secondary and postsecondary students; the relationship of language training to economic growth and national defense; and national financial and other support for the arts, humanities, and museums. The delegation's briefing on the overseas Department of Defense Dependent Schools (DODDS) and on the Soviet education system (administrative structure at the national level and in each of the republics) is also reported, along with discussions of foreign policy issues. The structure of the Soviet Union's two types of college-level schools are described: (1) the institute, which specializes in a single subject such as medicine, agriculture, and engineering and (2) universities, which offer a wide range of subjects in the humanities and pure sciences. The Soviet Union provides free textbooks to elementary and secondary students. Students are taught in the native language of their republic but English, French, German, and Spanish are also taught, one of which must be mastered prior to graduation. (SW)

Parks, Dennis R.
Can Student Services Meet the Challenge of Adult Students?
Pub Date-Dec 82
Note-17p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adult Development, *Adult Students, Community Colleges, Counselor Role, Educational Change, Student Development, *Student Needs, *Student Personnel Services, Two Year Colleges, *Two Year College Students

One of the major challenges for community colleges in the 1980s will be to respond to the increasing diversification of the student population and the trend towards a greater proportion of older, part-time, and women students. This trend will have a significant impact on student services and will require the development of strategies and programs to incorporate adult students' needs into the college's operations and functions. The student development model, which placed the individual at the center of the learning process and sought to marshall institutional resources towards developing students' self-sufficiency, will require significant modification to respond to the particular needs of older students. Research emphasizing the differences between traditional college-age students and adult students provides a framework for modifying the philosophy and functions of student services based on the recognition that adult and traditional students come to college with differing views, attitudes, expectations, and goals. Examples of modifications in important student services areas include: (1) the provision of reliable answers to specific questions about career opportunities rather than general information about the world of work; (2) the development of campus activities geared to adult students' interests in recognition that they may desire and benefit from activities differing from those oriented to traditional students; and (3) the provision of confidence-building efforts as part of orientation or developmental programs. (HB)

Moran, James D., III And Others

Measuring Creativity in Preschool Children.

Virginia Polytechnic Inst. and State Univ., Blacksburg. Coll. of Human Resources.
Pub Date-May 82
Note-16p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Creative Thinking, Creativity, Creativity Research, *Creativity Tests, Measurement Techniques, Models, *Preschool Children
Identifiers-*Ideation

The purposes of this article are (1) to report empirical findings of studies of original or creative thinking in preschoolers, (2) to point out important issues to be considered in measuring the creativity of preschool children, and (3) to discuss the practical implications of these findings and issues. Research conducted at the Virginia Polytechnic Institute and State University indicates that the creativity of preschool children can be measured independently of the factor of intelligence. Results of recent studies of preschoolers' creativity have indicated that the quantity of ideational output is related to its quality, that in contrast to two-dimensional stimuli three-dimensional stimuli elicit a greater number of responses, and that more familiar (or hands on'') stimuli elicit more reponses than less familiar stimuli. Issues to be considered in measuring creativity pertain to the task setting, examiners, stimuli, and age and individual differences. Care must be exercised in controlling the uniformity of the task setting, in the selection of items, and in the use of a proper normative group. It is concluded that the findings obtained thus far may support the view that current socialization practices, particularly those of schools, stifle children's creative potential. (RH)

ED 224 603 PS 013 274

A Guide for the Kindergarten Teacher.

Detroit Public Schools, Mich. Dept. of Curriculum Development Services.
Pub Date-82
Note-35p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Curriculum Development, Early Childhood Education, *Educational Objectives, *Educational Philosophy, Guidelines, *Kindergarten, School Schedules, Teacher Effectiveness
Identifiers-*Detroit Public Schools MI

Intended to assist kindergarten teachers and others interested in the kindergarten programs of the Detroit, Michigan, public schools, this guide briefly discusses the practices and philosophy underlying the existing program. Specifically, the guide introduces the kindergarten curriculum areas (which consist of language and physical development, science, music, social studies, mathematics, and art), outlines kindergarten objectives, and describes use of the Detroit Objective Referenced Testing Program at the kindergarten level. In addition, the guide provides teachers with directions for informal observation of children's reading readiness, details the kindergarten schedule, and specifies the qualities of an effective kindergarten teacher. Finally, a bibliography of books and articles relevant to early childhood education is included. (MP)

ED 224 621 RC 013 674

Bennett, Claude F.

Reflective Appraisal of Programs (RAP): An Approach to Studying Clientele-Perceived Results of Cooperative Extension Programs. Introduction, Rationale, Guide and Workbook.

Cornell Univ., Ithaca, N.Y.

Spons Agency-Extension Service (DOA), Washington, D.C.

Pub Date-Jun 82

Note-55p.

Available from-Media Services, B-10 Van Renesselaer Hall, Cornell University, Ithaca, NY 14853 ($2.50 plus postage and handling, minimum order $10.00).

Pub Type- Guides - Non-Classroom (055)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Evaluation Methods, *Extension Agents, Guidelines, Interviews, *Participant Satisfaction, *Program Effectiveness, *Program Evaluation, Questionnaires, Workbooks

Identifiers-*Reflective Appraisal of Programs

The Reflective Appraisal of Programs (RAP) approach allows county extension staff (in cooperation with volunteer leaders, specialists, and district staff) to obtain systematic evidence on results that participants perceive to have occurred in the months or years following their involvement in an extension program. Simpler than a cookbook'' for documenting results of extension programs, RAP resembles a package mix.'' RAP contains standard components that can be easily adjusted or added to in order to create a study tailored to specific needs. Standardized interview questions used in a RAP study are applicable to the clientele of almost any extension program. This RAP package'' contains an introduction to the program and three publications. The first publication provides a rationale, featuring RAP's unique features and its relation to other approaches for evaluating extension programs. The second and third publications include a guide and an accompanying workbook, which present step-by-step instructions and planning aids for implementing a RAP study. (AH)

ED 224 640 RC 013 694

Salces, Luis M.

Changes in the Racial and Ethnic Composition of Public School Students in Chicago: 1970-1980.

Pub Date-3 Jan 81
Note-16p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Black Students, Cubans, Elementary Secondary Education, *Enrollment Trends, *Ethnic Distribution, *Hispanic Americans, Mexican Americans, *Public Schools, Puerto Ricans, *Racial Distribution, *School Demography, White Students
Identifiers-*Illinois (Chicago)

A descriptive analysis of changes in the racial and ethnic composition of the Chicago public school student population since 1970 was conducted. Data were drawn from annual reports prepared by the staff of the board of education. During the decade of the 1970's, the public school enrollment dropped by 119,182. This decrease was due primarily to a reduction in the number of white students and a smaller, but still substantial, decrease in the number of black students. Data also showed that Hispanics constituted the only segment of the student population that had experienced an increase during the past decade of 27,852 students or about 2,800 per year. This change was due primarily to a sharp increase of Mexican students. While in 1970 Puerto Ricans constituted the largest segment of the Hispanic student population, by 1980 Mexicans had become the largest group and the only segment still growing rapidly. An analysis of the distribution of Hispanic students in the 20 school districts indicated that there were only 2 districts where Hispanic students were in the majority, and they accounted for 38% of all Hispanic students in the city. Thus, it was concluded that most Hispanic students were in desegregated school settings. (Author/NQA)

ED 224 659 RC 013 713

The Initial Screening and Diagnostic Assessment of Students of Limited English Proficiency.

California State Univ., Los Angeles. National Dissemination and Assessment Center.

Spons Agency-Maryland State Dept. of Education, Baltimore.; Office of Bilingual Education (DHEW/OE), Washington, DC.

Pub Date-80

Note-56p.

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Cloze Procedure, *Diagnostic Tests, Elementary Secondary Education, English (Second Language), Information Sources, *Language Proficiency, Language Skills, *Limited English Speaking, *Screening Tests, Staff Development, *Student Placement, *Test Selection

Intended for personnel in local school districts and state departments of education, this handbook presents suggested procedures and resources for the initial screening and diagnostic assessment of the English language skills of students whose dominant language is other than English. The handbook deals with the initial screening for placement and diagnostic assessment of English language skills at entry point. The diagnostic assessment procedures described deal with estimating the student's proficiency in the four English language skills (listening, speaking, reading, and writing). The following factors that must be taken into account in selecting tests that measure the English language proficiency of children whose dominant language is other than English are discussed: test appropriateness and linguistic, sociocultural, and psychometric criteria. Staff training is briefly discussed and a sample outline of an in-service program is provided. A listing of major sources of helpful measures includes the addresses of the 3 dissemination and assessment centers, 18 materials development centers, and 20 training resource centers. Appendices include a copy of the English Language P-Rating Sheet (Reading and Writing), a procedure for rating oral language proficiency, an excerpt from Cloze Testing for Your Classroom,'' and a sample instructional plan (bilingual/ESOL). (NQA)

Marzuki, Saleh Dilts, Russ

Bintang Anda: A Game Process for Community Development. Technical Note No. 18.

Massachusetts Univ., Amherst. Center for International Education.
Spons Agency-Ministry of Education and Culture (Indonesia).; World Bank, Washington, D. C.
Report No.-ISBN-0-932288-63-4
Pub Date-82
Note-27p.
Available from-Center for International Education, 285 Hills House South, Amherst, MA 01003 ($1.00 plus postage, 10% discount on orders of 20 or more).
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adult Education, *Community Development, Decision Making Skills, Developing Nations, *Educational Games, Educational Technology, Federal Programs, Foreign Countries, Instructional Materials, *Local Issues, *Needs Assessment, Peer Teaching, Quality of Life, *Rural Development, Rural Population, Simulation, Water Resources
Identifiers-Consciousness Raising, Human Resources Development, *Indonesia, Indonesia Nonformal Educational Project, PENMAS (Indonesia)

Bintang Anda (Your Star) is not a single game, but is rather a format for a family of simulation games which was developed in 1975 when the Indonesian Ministry of Education and Culture began a search for innovations in educational technology that could be applied to problems of rural development. Indonesia's development goals emphasize improvement of the quality of life through development of its human resources, yet there is lack of staff, materials, and training to carry out these goals. Bintang Anda is a simple board game played by 10-15 people using a die, a pictoral game board, simple messages, and draw cards. The game incorporates real life situations along with relevant content information concerning important aspects of daily life (health, sanitation, nutrition, etc.). The educational purposes of the game include assisting villagers to critically analyze their current situation, raising community awareness of development potential and problems, promoting peer learning, and transferring needed content information to the community. Bintang Anda was developed and used in the District of Malang, East Java, and caught on rapidly. In many cases results could be seen in behavioral changes; awareness and attitudinal improvements were also noted. An example of a Bintang Anda game is provided. (BRR)

ED 224 699 SE 039 739

Berry, R. W.
Crystallization of Magma. CEGS Programs Publication Number 14.
Council on Education in the Geological Sciences, Washington, D. C.
Spons Agency-National Science Foundation, Washington, D.C.
Report No.-ISBN-0-07-012322-5
Pub Date-73
Note-32p.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Classification, *College Science, *Crystallography, Environmental Influences, *Geology, Higher Education, *Kinetics, Science Education, *Science Experiments, Temperature
Identifiers-National Science Foundation, *Rocks

Crystallization of Magma is one of a series of single-topic problem modules intended for use in undergraduate geology and earth science courses. Through problems and observations based on two sets of experiments, this module leads to an understanding of how an igneous rock can form from molten material. Environmental factors responsible for important variations observed in magnetic rocks are stressed. Two fundamental factors affecting or controlling the mineral composition and texture of the resulting rock (initial magma composition and cooling rate) are also stressed. In addition, reasons why scientists classify materials in general and how they classify rocks in particular are explored. However, the ability to name or identify rocks is not a necessary result of attaining the module's goals. Supplemental questions included at the end of the module may prove difficult for the average non-major; they are intended to challenge the superior student. Like other modules in the series, this module is inquiry- and problem-oriented, dealing with interdisciplinary, contemporary, and pragmatic aspects of the subject matter. It is designed to be open-ended so that ideas can be incorporated into higher level classwork. (Author/JN)

ED 224 738 SO 014 396

Marini, Margaret Mooney

The Order of Events in the Transition to Adulthood.

Spons Agency-Russell Sage Foundation, New York, N.Y.
Pub Date-Sep 82
Note-60p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September 6-10, 1982). Tables may not reproduce clearly due to small print type.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Adolescent Development, *Adult Development, *Educational Attainment, *Education Work Relationship, Females, Followup Studies, Males, *Marriage, *Parents, Social Science Research

The sequencing of four role changes marking the transition from adolescence to adulthood exit from school, entry into the labor force, marriage, and parenthood is reported. The research is based on data from a study of 8500 high school students in 10 Illinois high schools in 1957-58 (Coleman, 1961) and a 15-year follow-up survey of 6500 of the same individuals in 1973-74 (Marini, 1977). Participants answered questionnaires and telephone interviews regarding their marital, fertility, and migration experiences during the 15-year interval. About half of each sex experienced role changes in varying sequences, specifically in exiting from school and entering the labor force and in familial and non-familial role changes. Those who attained high levels of education were most likely to enter the labor force and to enter

adult family roles before leaving full-time schooling. Those who entered adult roles prior to completion of schooling did so at relatively late ages. Other variables affecting the rate of progress through school included income of parents, grade point average, military service, and early and frequent dating during adolescence. (KC)

ED 224 759 SO 014 438

Murdock, Margaret Maier

Ethnicity and Political Trust: Arapahoe and Shoshoni Children.

Pub Date-Sep 82

Note-20p.; Paper presented at the Annual Meeting of the American Political Science Association (Denver, CO, September 2-5, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*American Indians, Elementary Education, *Ethnicity, *Federal Government, Federal Indian Relationship, Government Role, Political Attitudes, Political Socialization, Social Science Research, *State Government, *Student Attitudes, *Tribal Sovereignty

Identifiers-Arapahoe (Tribe), Shoshone (Tribe), Trust

The relationship between ethnicity and political trust among American Indian elementary school children was determined for federal, state, and tribal levels. A total of 312 Arapahoe, Shoshoni, and white students were questioned to determine whether they thought each level of government could be trusted, whether the government cares about them and their families, and whether individuals have little to do with governmental activities. Ethnicity of the American Indian students was determined as high, low, or medium in accordance with the degree to which their native language was spoken in the home and their knowledge of religious tradition. American Indian children were less trusting than white children of federal and state governments, high levels of ethnicity producing lower levels of trust in federal and state governments and higher levels of trust in tribal government. Conversely, low levels of ethnicity produced higher levels of trust in federal and state government and lower levels of trust in tribal government. Children with medium ethnicity were the least trusting, regardless of the level of government. (KC)

ED 224 838 TM 830 033

Semple, Edward E., Jr.

A Review of the Literature of Sociometry.

Pub Date- 82

Note-18p.

Pub Type- Information Analyses (070)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Classroom Environment, Elementary Secondary Education, Friendship, *Group Structure, Interpersonal Attraction, *Interpersonal Relationship, *Social Development, *Sociometric Techniques, *Student Behavior, Student Teacher Relationship

Journal papers, dissertations and monographs on theory and research in sociometrics in education are cited. Forty references are examined in the areas of classroom socialization structure and skills, the stability of choices in friendship, attraction between individuals, and the relationship between learning styles and sociometry. Teacher roles in student socialization are examined among the studies in elementary and secondary schools. The literature spans information from 1939 to 1982, concentrating on the past 20 years of findings. (CM)

ED 224 381 HE 015 644

Mohr, Paul B., Sr. Sears, James C.

A Successful Model for Articulation and the Development of Two-Plus-Two Program Agreements between Norfolk State University, a Predominantly Black Four-Year Public Institution, and Tidewater Community College, a Predominantly White Multi-Campus Two-Year Public Community College.

Pub Date- 79
Note-18p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Accounting, *Articulation (Education), Black Colleges, Business Administration Education, *College Desegregation, College Transfer Students, Community Colleges, Higher Education, *Intercollegiate Cooperation, Models, Office Occupations Education, Program Content, *State Colleges, *Transfer Policy, Whites
Identifiers-*Norfolk State University VA, *Tidewater Community College VA, Virginia

The development of articulation agreements in southeastern Virginia between predominantly black Norfolk State University, and predominantly white Tidewater Community College is described. A commitment to eliminate unnecessary duplication between traditionally black and traditionally white institutions in the same area was made in the 1978 Virginia Plan for Equal Opportunity in State Supported Institutions of Higher Education (the Virginia Plan). Based on a 1978 Tidewater Duplication Study, the two institutions were charged with developing two-plus-two transfer programs in the areas of office administration/secretarial science, accounting, and business education. A two-plus-two program is defined as one allowing students interested in a particular four-year degree program to take 2 years at a community college and then automatically transfer to a senior college for 2 additional years. Discussions leading to resolution of the program duplication issues were held at the college as well as at the state level. The outcomes of the first meeting in 1979, which involved teaching faculty from the three discipline areas, were an articulation model that led to eight articulation agreements rather than the three recommended, and an atmosphere characterized by friendly and respectful deliberations. Curricula modifications and policy changes evolved easily with the purposes of better meeting the needs of students. The negotiations resulted in agreement on nontraditional credits and fulfillment of requirements, a desire to comply with state and institutional policies, and agreement on admission and financial aid procedures. The objectives of a steering committee, resolutions committee, and task groups are outlined. (SW)

ED 224 414 HE 015 732

Quay, Richard H., Comp.
On the Economics of American Higher Education: A Bibliography of Howard R. Bowen. Public Administration Series: Bibliography P-1105.
Vance Bibliographies, Monticello, Ill.
Report No.-ISBN-0-88066-315-4
Pub Date-Dec 82
Note-16p.
Available from-Vance Bibliographies, P.O. Box 229, Monticello, IL 61856 ($2.25).
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Freedom, Accountability, *College Role, Educational Assessment, Educational Benefits, *Educational Economics, Educational Finance, Financial Policy, *Financial Support, Graduate Study, *Higher Education, Inflation (Economics), Liberal Arts, Private Colleges, Public Policy, Student Costs, Teacher Salaries
Identifiers-*Bowen (Howard R)

A bibliography of approximately 150 materials authored, coauthored, or edited by Howard R. Bowen from 1935 through 1982 on the economics of American higher education is presented. Specific topics include the following: the wide disparity among colleges in educational cost per student; costs colleges spend per student; adult learning, higher education, and the economics of unused capacity; future social needs and demands for highly educated people; goals, outcomes, and academic evaluation; socially imposed costs of higher education; what college does for the family; the compensation of faculty and staff in American higher education; accountability in higher education; career preparation in the independent liberal arts college; measurements of efficiency; higher education and human equality; outcome data and educational decision making; systems theory, excellence, and values will they mix; toward social economy; the future of private colleges; efficiency in liberal education; faculty guide to academic economics; research and public policy for higher education; academic freedom and the financing of higher education; the changing power structure in American higher education; federal policy alternatives toward graduate education; inflation and the colleges; marketable skills for youth; philanthropy and academic freedom; financing the external degree; student unrest in the United States; role of the college; the uses of liberal education; graduate education in economics; the study of economics in schools of business; and rising tuition. (SW)

ED 224 507 JC 820 515

Vegso, Kathryn A.

The Adult Resource Center: A Community Educational Brokerage Service. NCCSCE Working Paper Series, National Council on Community Services and Continuing Education.

Pub Date- 82

Note-21p.; Originally published by the National Council on Community Services and Continuing Education (NCCSCE) as an insert in the Community Services Catalyst; v12 n4 Fall 1982.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Adult Counseling, Adult Education, Career Choice, *Career Counseling, *Community Information Services, *Cooperative Programs, Outreach Programs, *Peer Counseling, Postsecondary Education, Reentry Students, Referral, School Community Relationship, Universities, Volunteers

Identifiers-*University of Akron OH

The University of Akron's Adult Resource Center (ARC) was created to provide assistance, educational and occupational information, guidance, and referrals to re-entry adults and to supplement and strengthen other existing community services for adults and out-of-school youth. ARC's goals are to provide participants with the skills necessary to make life choices and transitions, create programs for specific target groups, and to work in coordination with business, government, and social service sectors. These goals are accomplished by a staff of administrators and support personnel and by volunteer learning consultants who have themselves made adult life transitions and possess the skills needed to aid individuals in defining personal and working goals. Operating at both campus and community sites, ARC provides assistance via individual appointments with learning consultants; two basic life/career planning workshops and additional mini-workshops; and a public television series and other outreach activities. While the most effective marketing for ARC has been through referrals from former participants, whom evaluation efforts reveal to be generally satisfied with ARC's services, ARC's newsletter has also been effective in disseminating pertinent information. Budgeting information, a list of the characteristics of adult learners, various forms and survey instruments, and a bibliography are included with the program description. (AYC)

ED 224 719 SE 039 846

Filer, Herb Broste, Dale

Heat Treatment. Sludge Treatment and Disposal Course Envirotech Operating Services, San Mateo, CA.; Linn-Benton Community Coll., Albany, Oreg.

Spons Agency-Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.
Pub Date-Aug 80
Grant-EPA-900953010
Note-38p.
Available from-Linn Benton Community College, 6500 SW Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide, cost per entire set slide-tape, 1 copy of student workbook and 1 copy of instructor's guide is $75. per unit); EPA/Information Reference Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212, prices from EPA are available upon request.
Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Instructional Materials, *Laboratory Procedures, Postsecondary Education, *Sludge, *Training Methods, *Waste Water, *Water Treatment

This lesson was developed for a course in sludge treatment and disposal. The lesson describes the Porteous heat treatment method of sludge conditioning and compares that system to the Zimpro wet air oxidation process. The theory of heat treatment, system of components and functions, and concepts of operation are addressed in the lesson. The instructor's manual contains a brief description of the lesson, estimated time, instructional materials list, suggested sequence of presentation, required reading list, reference reading list, objectives, lecture outline, narrative of the slide/tape program used with the lesson, and student worksheet (with answers). The student workbook contains objectives, plant flow diagrams, glossary, discussion of heat treatment, references, and worksheet. (Author/JN)

ED 224 780 SP 021 505

Fagen, Stanley A. Hill, Jeffery M.

Behavior Management. A Competency-Based Manual for In-Service Training. In-Service Teacher Training for Mainstreaming Series.

Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-77
Note-299p.
Available from-Psychoeducational Resources, Inc., P. O. Box 306, Burtonsville, MD 20866 ($18.00).
Pub Type- Guides - Non-Classroom (055) - Books (010)

Document Not Available from EDRS.

Descriptors-*Behavior Modification, *Behavior Problems, *Classroom Techniques, Counseling Techniques, Crisis Intervention, *Discipline, Elementary Secondary Education, Inservice Teacher Education, Mainstreaming, *Social Reinforcement, Student Behavior, Student Needs, Student Teacher Relationship, Teacher Attitudes, *Teacher Response

This manual is designed to train teachers to prevent and cope with disruptive student behavior. The focus is on dealing with mainstreamed students with special emotional needs. The manual's six modules can be used by instructors with a general competence in special education. The first module explores behavior values, standards and limits. Module 2 introduces three educational approaches to problem behavior: understanding the organic causes of learning problems, realizing the influences of feeling and attitudes on learning problems, and behavior modification. The third module focuses on specific strategies which may be used to reinforce established behavior standards and limits. Module 4 introduces methods for teaching children how to cope with frustration and conflict. In the fifth module, methods for early intervention in disruptive student behavior are presented. The sixth module offers guidelines for teachers in crisis intervention, focusing on specific incidents as starting points for helping students to see and resolve personal problems. Interviewing and counseling techniques are demonstrated. Each module contains an overview of the module topic; objectives to be mastered; an instructional unit guide to be used by the instructor as a lesson plan; and lists of instructional materials, tasks which must be completed to show mastery of the module objectives, and supplemental readings. (JD)

ED 224 487 IR 050 028

Flekke, Mary M.

Job Characteristics of the Traditional'' University Librarian versus the Learning Resource Center'' Librarian.

Pub Date-15 May 80
Note-29p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Libraries, Audiovisual Centers, Check Lists, Higher Education, Job Skills, *Learning Resources Centers, *Librarians, Library Education, Library Role, Library Science, Library Services, *Media Specialists, *Nonprint Media, Technological Advancement
Identifiers-Librarian Attitudes

This paper, compiled for a class at St. Cloud State University, Minnesota, compares the job characteristics of traditional university library staff, who are most comfortable handling print material, with the job characteristics of university learning resource center staff, who handle all forms of instructional media including such nonprint materials as films, tapes, videotapes, records, videodiscs, and realia. Differences in service functions, education, duties, and competencies for the two types of librarian are discussed, with mention of a progression from one type of librarianship to the other. The development of learning resource center specialists from audiovisual librarianship is noted, and a list of seven competencies for school media specialists is provided. Acceptance or nonacceptance of new technologies in the field of librarianship, including computer technologies, is identified as the major area of contrast between traditional and learning resource center librarians. A 30-item bibliography concludes this paper. (Author/ESR)

ED 224 564 PS 013 221

Piestrup, Ann M.

Young Children Use Computer Graphics.

Harvard Univ., Cambridge, Mass. Graduate School of Design.
Pub Date-82
Note-22p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Computer Graphics, *Computer Programs, Early Childhood Education, *Educational Innovation, Grants, Instructional Development, Microcomputers, *Reading Readiness, *Spatial Ability, *Young Children

This paper describes the origins of a corporation producing computer software for children, lists criteria for software design, and describes work done with computer graphics for children. The corporation, called The Learning Company, had its origins in a project set up to create playful learning programs for children ages 3 to 13. The project was funded by grants and, when the second grant was received, a corporation was formed with the purpose of producing logic and geometry programs for 7- and 8-year-old gifted children. Subsequently, venture capital financing was obtained and the company was founded. Tests of the software produced indicate that children as young as 3 can use both graphics editing programs and graphics-based computer learning games to gain spatial and prereading concepts. Children as young as 7 can create and transform representations of three-dimensional objects on a computer, learn about computer logic circuits, and work with programs that can help them prepare for the computer age. According to the author, the capabilities of young children using computer graphics are only beginning to be explored; researchers may soon need to revise models of child development to match preschoolers' performance with computers. (Author/RH)

ED 224 604 PS 013 275

Stewart, Martha

Children in Self-Care: An Exploratory Study.

Pub Date-May 81
Note-28p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Childhood Attitudes, *Child Rearing, Elementary Education, *Employed Parents, Grade 3, Grade 5, *Parent Attitudes, Questionnaires, Siblings
Identifiers-*Latchkey Children, *Satisfaction

Before- and after-school care arrangements for third- and fifth-grade students were investigated, with specific attention given to the extent of self-care arrangements, satisfaction levels of parents and children using self-care, and variables contributing to satisfaction. The sample included 675 students attending Newington Elementary School in Summerville, South Carolina, during the 1981-1982 school year. An initial questionnaire, delivered by the children to their parents or guardians, solicited information regarding marital and employment status and, if applicable, care arrangements provided for children during parental absence. Parents who had children in self-care responded to questions regarding the structure of these arrangements and their satisfaction with this type of care. Ten third-grade and 10 fifth-grade students in self-care were interviewed regarding the following aspects of the time they spent alone: activities, rules and regulations, contact with parents, emergency instructions, and satisfaction with their care arrangements. Five independent variables (amount of time spent weekly in self-care, sex of child, grade level, presence of sibling, and voluntary or involuntary use of self-care) were selected for multiple regression analysis in an attempt to explain the variance in the dependent variable of parental satisfaction. Results are discussed. (RH)

Burton, John K.

Cognitive Capacity Usage During Prose Processing.

Pub Date-22 Mar 82
Note-10p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Measurement, *Cognitive Processes, Higher Education, *Prose, *Questioning Techniques, *Reaction Time, Reading Processes, Responses
Identifiers-*Mathemagenics, *Secondary Task Method

The secondary task method is utilized to assess cognitive capacity usage during, and immediately following, interspersed mathemagenic questions of different levels. The method also assesses the relationship between this usage and prose material recalled or recognized from differing positions and different types. The experiment involved 120 undergraduate students in four groups: interspersed questions with secondary task (questions and probe), secondary task only (probe only), question only, and no questions and no probe. Interspersed questions were found to improve subsequent test performance and meaningful questions were found to have more impact on later performance than rote questions. The findings were consistent with mathemagenic research. (Author/PN)

ED 224 330 FL 013 370

Saunders, George

Bilingual Children: Guidance for the Family. Multilingual Matters 3.

Report No.-ISBN-0-905028-12-0

Pub Date-Nov 82

Note-264p.

Available from-Multilingual Matters Ltd., Bank House, 8a Hill Rd., Clevedon, Avon BS21 7HH, England (paperback-5.40 pounds; hardback-13.50 pounds).

Pub Type- Books (010) - Guides - Non-Classroom (055)

Document Not Available from EDRS.

Descriptors-*Bilingualism, Bilingual Students, Case Studies, Childhood Attitudes, *Child Language, Children, Code Switching (Language), Elementary Secondary Education, English, *Family Environment, German, Interference (Language), Language Attitudes, Language Dominance, Language Research, Language Skills, Language Tests, *Parent Influence, Peer Relationship, Preschool Education, Young Children

Concerns that parents might have about raising their children bilingually are addressed, and a case study of an Australian family pursuing this course over an 8-year period is presented. In addition, relevant research into bilingualism is cited. Bilingualism means having command of two languages, and bilinguals can range from the rare equilingual who is indistinguishable from a native speaker in both languages to the person who has just begun to acquire a second language. This book, which is written for the general reader, includes the following topical areas: (1) factors to consider in determining a bilingual's dominant language; (2) motives for creating bilingualism; (3) infant bilingualism; (4) children's communications strategies; (5) communication with members of the family, animals, and toys; (6) role-playing; (7) storytelling by the parents; (8) code switching and triggering; (9) quotational switching; (10) attitudes of monolingual English-speakers; (11) influences from relatives, friends, playmates; (12) the children and German-English bilinguals; (13) kindergarten and school; (14) use of the wrong'' language; (15) children's reluctance to speak the home language and other possible problems; (16) measuring proficiency in both languages; (17) biliteracy; (18) how the children view bilingualism; and (19) resources in developing bilingualism. Children's acquisition of bilingualism is shown to be something normal,

positive, rewarding, and enriching for both children and their parents. (SW)

Save Black Schools. What Is the Future of Black Higher Education in North Carolina. A Report on the Crisis in Black Higher Education in North Carolina.

Student Organization for Black Unity, Greensboro, NC.
Pub Date-Apr 71
Note-40p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Black Colleges, *College Desegregation, Educational History, Equal Education, Financial Problems, *Government School Relationship, Higher Education, Political Influences, Public Education, Public Policy, *Racial Factors, Resource Allocation, State Aid, *State Colleges, *Statewide Planning
Identifiers-*North Carolina

Problems faced by blacks in higher education in North Carolina are analyzed with focus on inadequate financial support for black colleges. It is suggested that factors affecting the status of black institutions are (1) the traditional state educational priorities, and (2) the history of political maneuvering that has resulted in a misguided placing of priorities, at the expense of education in general and black education in particular. The background on higher education in North Carolina is reviewed for the early, mid-, and late 1960's. As of 1971, the predominantly black institutions received about 12 percent of the total budget appropriations for state-supported schools. Inadequate financing of the black schools has resulted in inferior physical facilities, as well as lower faculty and staff pay scales. Five plans for reorganizing North Carolina higher education are briefly outlined, and it is claimed that none provides concretely for the preservation and rapid development of the five predominantly black institutions. Basically, the problems for the black colleges are: securing sufficient financial support to expand and develop; maintaining their racial characteristic; and defining a relevant educational philosophy and process. Appended materials include the following: data on state college enrollments and resource allocation, a statement of Governor Robert Scott, a memo concerning restructuring higher education, a joint resolution from the North Carolina General Assembly, and lists of members of the reorganization committee and members of the state board of higher education. (SW)

Haughey, D. G. And Others
Evaluation of the Manitoba High School Computer Network.
Manitoba Dept. of Education, Winnipeg. Planning and Research Branch.
Pub Date-Jul 80
Note-132p.
Pub Type- Tests/Questionnaires (160) - Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Computer Assisted Instruction, *Computer Oriented Programs, *Computer Science Education, *Data Processing, Efficiency, Foreign Countries, High Schools, Program Evaluation, Questionnaires, School Administration, *Shared Services, *State Programs, Surveys, Tables (Data)
Identifiers-Manitoba

Designed to provide information for decision making when the current 5-year contract with the supplier of computing services to the Manitoba High School Computer Network expires in 1982, this study included both an assessment of the existing situation and the identification of alternative options for the provision of computer services to the schools. The initial section of the report provides a summary of the findings, operational definitions used, and the highlights, conclusions, and implications of each portion of the study. The remaining sections provide detailed reports on each of the five program objective-related facets studied: (1) support for school administrative services; (2) support for computer science and data processing courses; (3) the educational and manpower outcomes of the computer science and data processing courses; (4) support provided to other school services through the Program Library User's Manual (PLUM); and (5) the Computer Assisted Learning (CAL) Project for Special Needs Children and Adolescents. A discussion of the study of alternative means of providing computer services and brief descriptions of approaches used to support computer science and data processing instruction in Manitoba and elsewhere conclude the report. Appendices contain copies of the principal questionnaire, the computer-science/data processing teacher questionnaire and follow-up survey, the PLUM questionnaire, and two CAL questionnaires, one for teachers and one for parents and guardians. (LMM)

ED 224 526 JC 820 577

State of Hawaii Annual Accountability Report for Vocational Education: For the Academic Year 1980-81.

Hawaii State Dept. of Education, Honolulu. Office of the Director for Vocational Education.

Pub Date-Apr 82

Note-368p.

Pub Type- Reports - Evaluative (142) - Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC15 Plus Postage.

Descriptors-Accountability, *Community Colleges, Disabilities, Educational Finance, Enrollment, Federal Aid, Females, *High Schools, High School Students, Labor Market, Program Evaluation, State Surveys, Statewide Planning, *Summative Evaluation, Two Year Colleges, Two Year College Students, *Vocational Education

Identifiers-*Hawaii

Designed to comply with federal accountability requirements, this report presents information on Hawaii's high school and community college vocational programs, students, and finances for the 1980-81 academic year. Each of the report's six sections corresponds to specific legislative requirements. Section 1 contains discussions and data correlating labor demand with occupational training opportunities. Section 2 compares actual and projected enrollments in terms of normal program capacities and contrasts expenditures with allocation figures. Section 3 focuses on summative program evaluations, which take place annually for each secondary program and every 5 years for community college programs. Program structures, objectives, and outcomes are discussed and evaluative data are provided for 3 vocational programs offered by most high schools and for the 14 community college programs evaluated in 1980-81. Section 4 reviews the services provided for special populations, such as women, minorities, handicapped, disadvantaged, and limited English speakers. In section 5, the methodology used by the state to determine program priorities and distribute funds is examined. Finally, section 6 explains the State Board for Vocational Education's reaction to the State Advisory Council on Vocational Education's recommendations. Appendices discuss the annual Employer Satisfaction Survey, Comprehensive Employment and Training Act programs, and results toward achieving sex equity in vocational programs. (AYC)

ED 224 545 JC 830 024

Kintzer, Frederick C.

A Report of a Visit to Israel, December 13-17, 1982.

Pub Date-82
Note-13p.; Sponsored by a joint UCLA/Ben Gurion University Committee.
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Articulation (Education), *Educational Development, Educational Objectives, Foreign Countries, Institutional Characteristics, Organizational Objectives, Technical Institutes, *Transfer Programs, *Two Year Colleges
Identifiers-*Israel

Based on a week-long stay in Israel, this report examines regional colleges and other non-university, post-compulsory institutions in the Negev, as well as a community college and two American external-degree institutions in Jerusalem. After introducing the visit's purpose and activities, the report outlines the development of Israeli regional colleges, which were established to increase general access to post-compulsory education and higher education opportunities for qualified students and to provide trade and technical education to meet manpower needs. Next, summaries are provided of site visits to three regional colleges. Pinchas Sapir College is described in terms of its service area, the arrangement whereby students can take academic courses at Ben Gurion University (BGU), and the positive and negative features of the college's programs. The section on Ramat Hanegev College highlights its location in an underdeveloped region, emphasis on the arts and environmental studies in Jewish life, limited cooperative arrangements with BGU, and overseas program. The Practical Engineering College of Beer-Sheva is examined in terms of its transfer relationship with BGU, articulation with high schools, and facilities and faculty. Next, BGU's teacher-supervisor education program and its program to prepare ``opportunity'' students for college-level work are explained. Finally, brief summaries are provided of the programs of Hadassah Community College and Empire State Community College's and Rockland Community College's overseas programs. (DAB)

ED 224 585 PS 013 254

Cohen, Patti-Beth Carlton, M. Patricia

Healthy Children: Networking of People Concerned about the Quality of Life of Young Children.

Pub Date-82
Note-16p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Childrens Rights, *Early Childhood Education, *Health Education, *Health Needs, Networks, *Preventive Medicine, *School Role, *Young Children
Identifiers-*Project Head Start

The move from disease treatment to disease prevention represents an exciting and positive step forward in promoting the health of young children. In modern society, though, health-related messages are part of a broad socialization process in which adults often transmit confusing and contradictory messages to children. To counter this condition, the health of children could be promoted and protected on a broad scale by including a health information component in the curricula of licensed early childhood education facilities or Head Start programs, which serve as many as 25.5 percent of American children under the age of 6. These educational programs should extend to children's rights to health information, to knowledge about hazards in the environment, to demedicalization of health, and to health promotion and disease prevention education in the classroom. A health-enhancing approach in educational programs for young children would include the following five key dimensions: student independence, autonomy, and internal locus of control; nutritional awareness; physical fitness; stress awareness and management; and environmental sensitivity. To further promote children's health, teachers and parents could form problem-solving groups and link with networks of diverse organizational systems oriented towards health promotion. Adults sufficiently conscious of their responsibility for the child's well-being would transform the home and school into health centers. (RH)

ED 224 622 RC 013 675

Jensen, Joan M.

Women's Work along the Southwest Border: A Significant Aspect of Labor History. Working Paper No. 2.

Arizona Univ., Tucson. Southwest Inst. for Research on Women.
Spons Agency-Ford Foundation, New York, N.Y.
Pub Date-81
Note-18p.; Paper originally presented at the Southwest Labor Studies Conference (Albuquerque, NM, May 1-2, 1981).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-American Indians, Blacks, *Employed Women, Employment Level, Females, Hispanic Americans, *Labor Conditions, *Labor Force, Literature Reviews, *Minority Groups, Whites, *Womens Studies
Identifiers-Cottage Industry, *Non Wage Labor, *United States (Southwest)

Historically women have engaged in three types of work: non-wage (work in the household for family use), market work in the home (e.g., home sewing and the selling of home-processed and -cooked foods), and wage work. As the border states industrialized and developed economically, non-wage labor intensified, production at home for the market increased, and larger numbers of women entered the wage labor market. Of the three types of labor, non-wage labor is the most difficult to describe. Studies tend to concentrate on a single ethnic group and to make comments only in passing without much analysis. Studies available on women's production for the market at home are not much better. Nothing is known of how married women working in their homes produced goods and services or how many did so. Wage labor, the most visible and easiest to document, has been described in an increasing number of articles. Emphasizing the American experience, this paper analyzes the status of historical research on women's work in the border states between Mexico and the United States, identifies changes in the three types of work, and examines women's work from the Anglo, Black, Hispanic, and Native American perspectives. (Author/NQA)

ED 224 660 RC 013 714

Vasquez, James A.

Factors That Affect Learning among Minority Youth: A Partial Bibliography.

California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.
Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date-81
Note-284p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Academic Achievement, American Indians, Blacks, Competition, Cooperation, Cultural Education, Cultural Influences, Educational Strategies, Elementary Secondary Education, Expectation, Family Environment, Hispanic Americans, *Learning, Learning Motivation, *Mexican Americans, *Minority Group Children, Motivation, Peer Influence, *Performance Factors, Reinforcement, Role Models, Self Concept, Sex Role, Socialization, Teacher Behavior, Values

Intended to assist interested persons to identify research on minority youth in various areas believed to shape the manner in which these students learn, this bibliography cites approximately 1,273 materials, published primarily between 1950 and 1979, basically dealing with Black, Hispanic (especially Mexican American), and Native American youth, although some references point the user to studies conducted among Asian American students. While the greater part of the entries refers to studies on minority youth, some references have been included because of their generic contribution to the field. Entries, listed alphabetically by author, are divided into 10 topical categories: values and cultural distinctives (192 entries); family and socialization practices (154 entries); self-concept (277 entries); motivational factors (135 entries); cooperation and competition as achievement models (71 entries); sex role expectations (86 entries); role models (20 entries); peer influence and reinforcement (42 entries); teacher/student expectations and performance (176 entries); and instructional strategies (120 entries). (NQA)

ED 224 739 SO 014 398

Dottin, Erskine S.

Education as Literacy for Freedom: Implications for Latin America and the Caribbean from an Upward Bound Project.

Pub Date-82

Note-28p.

Pub Type- Opinion Papers (120) - Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Capitalism, *Change Strategies, Developing Nations, *Disadvantaged Youth, Educational Philosophy, *Humanistic Education, Program Descriptions, Secondary Education, *Self Concept, *Social Change, Social Structure

Identifiers-Caribbean, Latin America, *Upward Bound

The Upward Bound Project for low income youth in Florida emphasizes humanistic education rather than education based on the capitalistic model of production, consumption, and competition. The project, which can serve as a model for education in developing countries, focuses on creating self-concepts and values to counteract those of an acquisitive society. In a free enterprise society, the economic system dictates social relations among people and the educational process. The Upward Bound project, however, focuses on the social change goals of a person's being a subject rather than an object, valuing responsibility over authority, learning through creativity, being autonomous rather than conformist, and valuing cooperation over competition and community over excessive individualism. Participants' work is not graded, authority is decentralized, financial resources are pooled, and participants tutor each other. When developing countries are influenced to restructure their systems to favor free enterprise, they become dependent on the having'' mode of existence. The Upward Bound Project would foster peace over greed. (KC)

ED 224 799 SP 021 651

O'Reilly, Patricia Frankel, Judith

Applying a Theory of Feminist Psychology.

Pub Date-29 Oct 82

Note-12p.; Paper presented at the Annual Conference of the Midwest Association of Teachers of Educational Psychology (October 29, 1982).

Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Attitude Change, *Change Strategies, Educational Psychology, Education Courses, Elementary Secondary Education, *Feminism, Higher Education, Nondiscriminatory Education, Relevance (Education), *Sex Bias, *Sex Fairness, Social Attitudes, Teacher Attitudes, Teacher Education Curriculum, *Teacher Educators

Teacher educators must begin a process of re-education to gain insights necessary to teach about teaching from a feminist perspective. According to a feminist world view, society is dominated by a patriarchical system which perpetuates the subservience of women. Traditional educational theory, influenced by Freud, Erickson, Piaget, and Kohlberg, supports this masculine bias. It is critical to change the socially ingrained attitudes of education professors and administrators, through such techniques as consciousness raising. Nonsexist materials can be used effectively in education classes, although concepts in these materials can sometimes meet with resistance from both male and female students. Small group exercises encourage attitude change through the sharing of perceptions and values with peers. Sex equity is a relatively new issue, and proponents face practical, philosophical, and attitudinal barriers that accompany any change process. Teacher educators can begin by talking among themselves in a nonthreatening and accepting manner. (FG)

ED 224 839 TM 830 038

Brown, Rexford
National Assessment Findings and Educational Policy Questions.
Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.
Spons Agency-Education Commission of the States, Denver, Colo.; National Inst. of Education (ED), Washington, DC.
Report No.-NAEP-SY-CA-50
Pub Date-Dec 82
Grant-NIE-G-80-0003
Note-29p.
Available from-National Assessment of Educational Progress, 1860 Lincoln Street, Suite 300, Denver, CO 80295 ($3.50)
Pub Type- Guides - Non-Classroom (055) - Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, Administrators, *Educational Assessment, *Educational Policy, Elementary Secondary Education, Literature, Mathematics Education, *National Programs, Outcomes of Education, Reading, Science Education, *Test Results, Test Use, Writing (Composition)
Identifiers-*National Assessment of Educational Progress

This paper addresses 11 commonly asked educational policy questions by referring to National Assessment of Educational Progress (NAEP) findings in five learning areas. The paper is organized for quick reference to the 63 findings, which are, in turn, indexed to the NAEP reports in which they originally appeared. Findings in reading, literature, mathematics, writing and science are described and interpreted with a view toward encouraging others to include assessment data more frequently in educational policy discussions. The primary audience for the paper is busy education leaders who do not have the time to read the full NAEP reports and can profit from a short overview within a policy framework. Primary type of information provided by the report: results (Summary) (Utilization). (Author)

ED 224 350 FL 013 401

McKee, Macey Blackburn
Sentence-Combining Not If or When, but How.
Pub Date-82
Note-11p.; In: Boyd, John R., Ed.; Haskell, John F., Ed. Selected Papers from the Illinois TESOL/BE Annual Convention'' (10th, Chicago, IL, February 26-27, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-College Bound Students, Discussion (Teaching Technique), *English (Second Language), *Error Analysis (Language), Instructional Innovation, Language Research, Linguistic Competence, Questioning Techniques, Secondary Education, Second Language Instruction, *Sentence Combining, Sentence Structure, *Syntax, *Writing Exercises

A method of teaching English as a second language (ESL) involving open sentence combining practice with group discussion was compared with a more traditional teaching method. Students were largely college-bound and attended the University of Arizona's ESL Center. Sentence combining was analyzed for a paragraph-length exercise on a low-level scientific topic and a free-writing sample on a daily conversation topic, which were produced in the first and last weeks of an 8-week session. For 7 weeks, the traditional instruction (control) group completed text exercises and some compositions and identified and corrected errors as a class. During this same time span, the experimental group completed a free-writing assignment focusing on some particular structure or an open-writing exercise in sentence combining using a variety of structures. They were also given an essay assignment designed to elicit a given structure. It was found that the type of sentence combining practiced by the experimental group resulted in increased syntactic maturity and a decrease of error. The control group.sustained losses, particularly in the error-free measures as they attempted to use the complex structures that they had studied but not mastered. Attention is directed to types of errors, preliminary findings of a 16-week study, and a hypothesis concerning the relationship between increased syntactic maturity scores and improvement in reading comprehension. (SW)

ED 224 398 HE 015 681

McElhinney, James H.
Hypotheses on Staff Development Pub Date-79
Note-22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 14, 1981).
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*College School Cooperation, Conferences, Elementary School Teachers, Higher Education, *Inservice Education, Instructional Improvement, Program Design, *Public Schools, School Districts, School Supervision, Secondary School Teachers, *Staff Development, *Supervisory Training, Teacher Effectiveness, Teacher Evaluation, *Teacher Supervision
Identifiers-*Ball State Staff Development for Public Schools

Materials relating to the Ball State Staff Development Program for Public Schools are presented. Contents include: hypotheses and assumptions concerning staff development; information on a personnel evaluation program; an outline of implementation designs for staff development programs; a list of possible outcomes for schools participating in the project; an agenda for the first conference meeting of supervisors with teachers (between three and five to a working group); a cognitive taxonomy; affective outcomes of schooling; a list of ways that a supervisor's colleagues can be helpful; examples of possible target behaviors in the cognitive, affective, and psychomotor domains; and an observation form for the supervisory conference with teachers. Among the assumptions on staff development are that teacher effectiveness determines learning quality and effective supervision upgrades teacher effectiveness. Hypotheses on staff development pertain to planning, monitoring, rewards and motivations for staff, self-rewarding, the role of expectations in determining behavior, and staff and supervisor's roles. Competency areas that are targeted by the Ball State Program include needs assessment, setting targets or outcomes desired, planning and implementing learning activities, constructing data collection instruments, systematic observation, and conducting supervisory conferences. Model implementation designs are outlined for the principal and central office personnel. Among the possible outcomes for schools of program participation are an examined curricula, aware and purposeful learners, intentional learning and teaching, involved supervisors, and structured accountability. (SW)

ED 224 431 HE 015 760

Gough, J. E.
Distance Education Systems: How to Assess Them.
Pub Date-May 80
Note-4p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Accountability, College Programs, College Role, Delivery Systems, *Educational Assessment, Educational Policy, *Extension Education, Foreign Countries, Higher Education, Instructional Materials, *Nontraditional Education, Program Administration, *Program Evaluation, Resource Allocation, Student College Relationship
Identifiers-Australia, *Distance Education

Perspectives on accountability in distance education, which began in Australia in 1911 at Queensland University, are considered. It is suggested that to be effective, distance education needs a sound philosophical basis; appropriate organizational structure; adequate resource allocation; specialized educational techniques and student access; production of effective learning materials; an efficient course delivery system, including a student support system; staff development programs; and evaluative and monitoring procedures. Each component of a distance education system needs careful examination. The following questions must be considered: how does the institution perceive and articulate its role in terms of students admitted, what is taught and by whom, and teaching methods; how much does the institution invest in its distance education system, and what priority does it accord the system; how well articulated is the distance education system with the rest of the institution; what provisions are made for the design and development of new courses; are materials produced in a format that facilitates student usage and that is appropriate to the subject, level of the course, and the updating requirements; has an efficient system been devised for mailing materials, processing assignments, dealing with student inquiries, arranging tutorials, and updating files; and what kind of formal evaluation program does the institution have? (SW)

ED 224 449 HE 015 819

McClintock, John
100 Top Colleges: How to Choose and Get In.
Report No.-ISBN-0-471-09369-6
Pub Date-82
Note-228p.
Available from-John Wiley & Sons, Inc., 605 Third Avenue, New York, NY 10158 ($9.95).
Pub Type- Guides - Non-Classroom (055) - Books (010)
Document Not Available from EDRS.
Descriptors-Admission Criteria, *College Admission, College Applicants, *College Choice, College Environment, College Freshmen, College Housing, College Libraries, Degrees (Academic), Educational Facilities, Extracurricular Activities, Geographic Location, Higher Education, *Institutional Characteristics, Intellectual Disciplines, Minority Groups, School Holding Power, Selection, Social Life, *Student Characteristics

A guide to selecting a college is provided, with an outline of the steps to take for admission to and descriptions of 100 best'' colleges: those that devote their resources largely to liberal arts and sciences or engineering and science, draw 20 percent or more of their students from outside their regions, and retain 70 percent or more of their freshmen through graduation. The selection process presented guides the student through choices about college academic characteristics, social characteristics, admission statistics and cost, financial aid, and further inquiry; and describes the colleges' application and admission processes. The college notes include these items: location, type and number of courses offered, programs for graduation, course load, retention, stated plans of graduates, class size, libraries, computer facilities, curricular challenge, student motivation level, student population, minority students, geographic distribution, campus and housing, student mix and personal life on campus, extracurricular activities and participation rates, percentage of applicants accepted, weight of admission criteria, freshman academic characteristics, correspondence addresses and deadlines, and comparative data. (MSE)

ED 224 641 **RC 013 695**

Hall, Thomas D.

The Effects of Incorporation into the World-System on Ethnic Persistence: The American Conquest of the Southwest.

Pub Date-Sep 82

Note-30p.; Paper presented at the Annual American Sociological Association Meeting (San Francisco, CA, September, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*American Indians, Ecological Factors, Ethnic Relations, Hispanic Americans, *Land Settlement, Natural Resources, *Social Change, *Social History, Tribes, United States History

Identifiers-Arizona, *Culture Preservation, New Mexico, *United States (Southwest)

The varying results of incorporation on the survival of groups such as bands, tribes, chiefdoms and mercantile states can be explained by applying the historical process to the American conquest of the Southwest. The American Southwest (the region covered by Arizona, New Mexico, parts of Texas, California, Utah, Nevada, and Colorado) was occupied by four aboriginal groups (Apaches, Navajos, Comanches, and Pueblos). In addition to the aboriginal inhabitants, there were two successive waves of invaders (Spaniards and Americans). The conquest began with the opening of the Santa Fe Trail in 1822 and concluded with the formal annexation of the region in 1848. The effects of the conquest on the Comanche, Apache, Navajo, Pueblo, and Hispanos were varying degrees of cultural persistence, demographic survival, political centralization, ecological adaptation, and external utility of resources. The American conquest of the Southwest produced several irreversible changes which included all three band societies becoming tribes; the Santa Fe Trail trade was a major factor in feudalization of New Mexico, intensifying relations between the Hispanic elite and poor. The Southwest (New Mexico and Arizona primarily) remained relatively marginal to the American economy making it an effective preserve for a variety of ethnic groups. (ERB)

ED 224 700 SE 039 820

Billings, Gale K.

Chemical Geology: An Annotated Bibliography. CEGS Programs Publication Number 11.

Council on Education in the Geological Sciences, Washington, D. C.
Spons Agency-National Science Foundation, Washington, D.C.
Pub Date-73
Note-49p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Annotated Bibliographies, *Chemistry, *College Science, *Crystallography, *Geology, Higher Education, Science Education, *Temperature
Identifiers-Isotopes, National Science Foundation, *Physical Chemistry

The annotated bibliography is intended to aid geologists whose primary background is not in geochemistry. The references thus range from chemistry texts to papers on complex geochemical applications. The emphasis has been on those books and papers concerned with the application of chemical concepts to geology. Citations are arranged topically to provide a quick guide to the literature on the topics. Within each section the citations are arranged alphabetically. Where a paper selected for inclusion fits well into two or more sections, an arbitrary assignment has been made to one in order to avoid unnecessary duplication. An estimate of the mathematics and chemical background necessary for comprehension of each citation is noted. Topic sections include: (1) crystal chemistry; (2) physical chemistry; (3) kinetics; (4) applications of chemical concepts to high-temperature geologic systems; (5) applications of chemical concepts of low temperature geologic systems; (6) application of chemical concepts to natural organic systems; and (7) application of chemical concepts to isotope geology. (Author/JN)

ED 224 760 SO 014 439

Wertz, Dorothy C.

Women and Slavery: A Cross-Cultural Perspective.

Pub Date-Sep 82

Note-26p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September, 1982).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Battered Women, Black History, Child Abuse, *Cross Cultural Studies, *Females, Feminism, *Rape, *Sex Role, Sexual Harassment, *Slavery, *World History

Identifiers-*Marxism

A cross-cultural and historical survey of the relationship between slavery and the status of women focuses on Marxian theory, the position of free women, sexual division of labor, the threat of rape, and equivalents of slavery in the modern world. Throughout history, the majority of slaves have been women, many of whom held favored positions, dependent, however, upon the whim of the owner. Differing theories exist about whether the existence of slavery lowered or raised the status of free women. Marx suggests that patriarchy is an extension of slavery; others maintain that slavery relieved a wife from tedious chores and thus raised her position while lowering her economic value. The reversal of sex roles under slavery in some cultures led to women's being assigned to hard labor, with the effect of decreasing their reproductive capabilities. In the Caribbean, the slave population diminished so that slaves had to be imported. The widespread submission to rape occurred because of threats of violence or with the hope that some privilege would be gained. One may observe the current equivalents to slavery in the large-scale death camps of Nazi Germany and in the smaller-scale

ED 224 382 HE 015 645

Davis, Marianna W.

Report Number 3 of the Coalition for the Concerns of Blacks in Post-Secondary Education in South Carolina.

Coalition for the Concerns of Blacks in Post-Secondary Education, Columbia, SC.

Pub Date-1 Mar 80

Note-198p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University.

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Access to Education, *Black Students, College Choice, College Faculty, College Programs, Colleges, Compliance (Legal), Educational Policy, Enrollment Trends, Federal Aid, Governing Boards, Government School Relationship, Land Grant Universities, *Master Plans, Public Policy, Questionnaires, Resource Allocation, State Aid, Statewide Planning

Identifiers-*South Carolina, South Carolina State College, University of South Carolina

Information is presented on black access to and participation in the South Carolina state system of higher education and plans for desegregation of the system, in response to the 1978 Revised Criteria issued by the U.S. Department of Health, Education, and Welfare. The only traditionally black, senior, public institution in the state is examined in A Study of the History and Future Development of South Carolina State College: A Demographic Background Study'' (Leonard Haynes, III). A master plan prepared by the Coalition for the Concerns of Blacks in Postsecondary Education (CCBE) in South Carolina is also presented. The plan contains data, recommendations, and planning charts on the mission and academic programs of South Carolina State College, public higher education enrollments, governing boards, nonacademic personnel, and faculty and administrative staff. Findings of a 1979 survey on postsecondary education concerns of selected black leaders in South Carolina and a sample of South Carolinians living outside the state are also presented, along with the questionnaire. Information on factors affecting college choice among black students is presented in the following paper: Research Report and Policy Implications: Black Students at the University of South Carolina-Columbia'' (A. Wade Smith). Additionally, excerpts from a dissertation are presented: The Consequences of Federal and State Resource Allocation and Development Policies for Traditionally Black Land-Grant Institutions, 1862-1954'' (William E. Trueheart). A 56-page appendix includes data on population trends, enrollments, financial aid, an executive summary of the report, and recommendations. (SW)

Quay, Richard H., Comp.

On Principle and Practice in General Education: A Bibliography of Earl J. McGrath. Public Administration Series: Bibliography P-1104.

Vance Bibliographies, Monticello, Ill.
Report No.-ISBN-0-88066-314-6
Pub Date-Dec 82
Note-22p.
Available from-Vance Bibliographies, P.O. Box 229, Monticello, IL 61856 ($3.00).
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Business, Church Related Colleges, College Faculty, *College Role, Community Colleges, Educational History, Educational Objectives, *General Education, Graduate Study, *Higher Education, *Humanities, *Liberal Arts, Private Colleges, Professional Education, Public Policy, Sciences, Values, Vocational Education
Identifiers-*McGrath (Earl J)

A bibliography of approximately 160 materials authored, coauthored, or edited by Earl J. McGrath from 1931 through 1980 on principle and practice in general education is presented. Specific topics include the following: student enrollments at church-related colleges; values and American higher education; careers, values, and general education; the future of the liberal arts college; student governance and disorder; the merits of small colleges; the college president as an innovator; the liberal arts college's responsibility for the individual student; universal higher education; institutional survival of independent liberal arts colleges; the special mission of the church-related college; characteristics of outstanding college teachers; the crucial importance of the humanities in a science-dominated world; the graduate school and the decline of liberal education; liberal education in the professions; revival of interest in foreign languages; academic freedom and academic responsibility; mission of vocational education today; national problems in education; education and the productive citizen; educational television; educational development in the United States in 1950-1952; higher education and public policy; community colleges; education of college teachers; future of science in liberal education; the humanities and social science in general education; general education in the postwar period; liberal education and business; liberal education and music; liberal education and engineering; and liberal education and pharmacy. (SW)

ED 224 488 IR 050 029

The Free Library and the Revitalization of Philadelphia. A Program for the 1980's.

Free Library of Philadelphia, Pa.

Pub Date-Jan 81

Note-224p.

Pub Type- Opinion Papers (120) - Reports - Research (143)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Branch Libraries, Check Lists, *Information Services, Library Administration, Library Expenditures, Library Materials, Library Personnel, *Library Planning, Library Role, *Long Range Planning, Online Systems, *Public Libraries, Public Support, Reference Services

Identifiers-*Free Library of Philadelphia PA, Library Funding, Library Users

Based on a study of the Free Library's current operations, including its financial support, expenditure, facilities, usage, staff, organizational structure, administrative proceedings, goals, objectives, and specific functions, a long-range plan for the library within the framework of Philadelphia's municipal finance limitations is developed. An outside consultant outlines a future program for the 1980's with five focal points: (1) a Knowledge Workshop and Resource Center for out-of-school adults; (2) a Reading and Media Center for Young People; (3) a series of small adult materials centers in local communities tailored to predominant local interests; (4) a People's University; and (5) a computerized City and Community Information Center. Present library services to be curtailed are also identified, including provision of study and assignment materials for school students, acquisition of light diversional material for leisure-time reading, and maintenance of adult nonfiction and fiction collections in branches. Examination of computerized information in the future program of the Free Library, with consideration of bibliographic, information, and full text databases, precedes a final section discussing implementation of the plan in two stages. The report provides separate prefaces for city and library officials and two appendices. (ESR)

Crummer, Karen And Others

Showing Off What We Do and How Well We Do It: Or How the Child Development Center Program at Nine Los Angeles Community Colleges Demonstrates Accountability.

Pub Date-Nov 82
Note-90p.; Paper presented by Donald Kester at the Annual Meeting of the California Educational Research Association (Sacramento, CA, November 18-19, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Evaluative (142) - Tests/Questionnaires (160)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Child Development Centers, Community Colleges, Early Childhood Education, Evaluation Methods, Multicampus Districts, *Organizational Objectives, *Program Effectiveness, Program Evaluation, Questionnaires, Two Year Colleges

Identifiers-*Los Angeles Community Colleges CA

Based on on-site review team visits conducted during spring 1982, this report evaluates the Educational Campus Child Development Centers (CCDC's) operating at 9 to the 10 campuses in the Los Angeles Community College District (LACCD). After introducing the evaluation project and its participants, the report outlines the educational philosophy of the LACCD and the history and philosophy of the CCDC's. Next, the report presents brief descriptions of campus centers. Following an explanation of the organization and terminology of the evaluation report, a chart is presented showing CCDC results by program objectives associated with the following goals: (1) to enhance access to higher education for student-parents; (2) to serve as a field training site for academic departments; (3) to function as an early childhood education program; (4) to maintain an exemplary community college campus-based child development center; (5) to offer a parent involvement program; and (6) to expand and enhance existing child development services. For each objective, the chart indicates person responsible, tasks involved, evaluation method, date of completion, colleges at which the objective was attained, and additional information. The next sections of the report provide evaluations for each of the campus CCDC's. Following an evaluation summary and conclusions, appendices provide a sample of forms and survey instruments used in the project. (AYC)

ED 224 565 PS 013 228

Hepworth, H. Philip

Family Policy in Canada: The Case of Mothers' Allowances.

Pub Date-Dec 79

Note-28p.; Draft version.

Pub Type- Opinion Papers (120)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Family Programs, *Financial Support, Foreign Countries, *Government Role, *Mothers, Political Issues, Poverty, *Public Policy, Public Support, Social Class, *Social History, Social Problems, Socioeconomic Influences, Welfare Services

Identifiers-*Canada

Allowances for mothers in the prairie provinces of Canada originated when long-term trends converged at a time of unprecedented social, economic, and political crisis for the state. One crisis condition, World War I, afforded an opportunity for the proponents of both female emancipation and prohibition to combine and force concessions from the state. Mothers' allowances represent part of the responses made by governments to the pressures of the day. Importantly, some of these concessions were partial or piecemeal. Convenient remedies for a number of problems facing government, these concessions were never intended to solve major social problems. They did not eliminate poverty, though they mitigated some of its worst effects. It can be argued that government reluctance to expand the terms of reference of the allowance program served to perpetuate the Poor Law values of lesser eligibility underlying present-day Canadian social assistance programs. Mothers' allowances thus provide an interesting case study of the implications of family policy. (RH)

ED 224 605 PS 013 276

Calvert, Sandra L. And Others

The Effects of Selective Attention to Television Forms on Children's Comprehension of Content.

Kansas Univ., Lawrence. Dept. of Human Development.

Spons Agency-Spencer Foundation, Chicago, Ill.

Pub Date-Apr 81

Note-17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Age Differences, *Attention, Auditory Stimuli, Cartoons, Children, *Comprehension, Preschool Children, Recall (Psychology), *Television Viewing, Verbal Stimuli

Identifiers-Form Stimuli, *Perceptual Salience, *Selective Attention

The purposes of this study were to provide information about how formal features of television are related to children's selective attention and to determine how selective attention is related, in turn, to comprehension of content. Formal features are defined as attributes of television productions that are relatively content-free and that result from visual and auditory production techniques. Specifically, it was hypothesized that features influence comprehension in two ways: (1) salient features may draw attention selectively to certain content that is, they may serve to emphasize and mark important content, or (2) salient features may provide a developmentally appropriate mode of representation for encoding content in iconic or symbolic codes. Analysis included an investigation of the information processing chain from the effects of salience on attention to later comprehension of content. A total of 128 children at two age levels (kindergarten and and third/fourth graders) viewed a prosocial cartoon in same-sex pairs. Each child's visual attention to the television screen was continuously scored on a Datamyte. Children were then given a recall test consisting of 60 multiple-choice items. These questions had previously been cross-classified according to dimensions of content (either central or incidental) and formal features used to present that content (either salient or nonsalient). Results are discussed. (RH)

ED 224 680 RC 013 739

Sharma, Satish Anstey, Eleanor

Self-Help, Community Development and Rural Women: A Conceptual and Investigative Analysis of Some of the Social Welfare Issues.

Pub Date-Jul 81

Note-34p.; Paper presented at the National Institute on Social Work in Rural Areas (6th, Beaufort County, SC, July 26-29, 1981).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Community Action, *Community Development, Comparative Analysis, Developed Nations, Developing Nations, *Females, Futures (of Society), Interpersonal Competence, *Quality of Life, *Rural Population, *Self Help Programs, Social Development, *Social Services

Identifiers-*Rural Women, Third World, United States

Using the perspective of sociology and social welfare, the report focuses on issues and concerns by considering the concepts and underpinnings of personal development, social development, community development, women's issues, rural social welfare, and self-help. Contexts are the social development and social welfare of total societies as well as of local rural communities. Philosophical and theoretical perspectives adopted for conceptualization and analyses are Western Utilitarian and Sarvodaya. Materials are both conceptual and factual and relate specifically to the major thrust of the paper: the interrelated topics of women's issues, community development, and self-help in organizing and bringing about all rural social development/welfare activities. For observation and insights, the major societal contexts used are that of the Third World and the United States. The last portion of the report considers some future issues and concerns of rural women's issues, community development, and self-help in their local, national, and global contexts. (Author/AH)

ED 224 720 SE 039 847

Arasmith, E. E.

Composting. Sludge Treatment and Disposal Course Envirotech Operating Services, San Mateo, CA.; Linn-Benton Community Coll., Albany, Oreg.

Spons Agency-Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.

Pub Date-Aug 80

Grant-EPA-900953010

Note-39p.

Available from-Linn Benton Community College, 6500 SW Pacific Blvd., Albany, OR 97321 ($1. student workbook, $2. instructor's guide, cost per entire set slide-tape, 1 copy of student workbook and 1 copy of instructor's guide is $75. per unit); EPA/Information Reference Center, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212, prices from EPA are available upon request.

Pub Type- Guides - Classroom - Learner (051) - Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Instructional Materials, *Laboratory Procedures, Post Secondary Education, *Sludge, Teaching Guides, *Training Methods, *Waste Water, *Water Treatment

Identifiers-*Composting

Composting is a lesson developed for a sludge treatment and disposal course. The lesson discusses the basic theory of composting and the basic operation, in a step-by-step sequence, of the two typical composting procedures: windrow and forced air static pile. The lesson then covers basic monitoring and operational procedures. The instructor's manual contains a brief description of the lesson, estimated time, instructional materials list, suggested sequence of presentation, required reading list, reference reading list, objectives, lecture outline, narrative of the slide/tape program used with the lesson, and student worksheet (with answers). The student workbook contains objectives, plant flow diagrams, glossary, subject matter, list of references, and worksheet. Subject matter is grouped under the following headings: background, basic theory, windrow, forced air system, and operations. (Author/JN)

ED 224 819 TM 830 001

Commons, C., Ed. Martin, P., Ed.

Australian Chemistry Test Item Bank: Years 11 & 12. Volume 1.

Australian Council for Educational Research, Hawthorn.

Report No.-ISBN-0-85563-975-x; ISBN-0-85563-976-8

Pub Date-Jun 82

Note-197p.; For related documents, see ED 189 193, ED 206 719, and TM 830 002.

Available from-Australian Council for Educational Research Limited, Radford House, Frederick Street, Hawthorn, Victoria, Australia 3122

Pub Type- Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Chemistry, Foreign Countries, Grade 11, Grade 12, High Schools, *Item Banks, Multiple Choice Tests, Science Instruction, *Science Tests, *Secondary School Science, *Test Items

Identifiers-Australia

Volume 1 of the Australian Chemistry Test Item Bank, consisting of two volumes, contains nearly 2000 multiple-choice items related to the chemistry taught in Year 11 and Year 12 courses in Australia. Items which were written during 1979 and 1980 were initially published in the ACER Chemistry Test Item Collection'' and in the ACER Chemistry Test Item Collection Supplement'' in order to provide Victoria teachers with an immediate source of items for the core'' and options'' section of their new Year 12 course, pending publication of the item bank. The current publication contains most of the 542 items in these collections, together with hundreds of items which had not been released previously. The items are designed to assist teachers in the preparation of tests for diagnostic and achievement purposes. The introduction includes instructions on using the item bank and a content classification of the items in volumes 1 and 2. The appendix includes the item bank for (1) atomic structure, (2) electronic structure, (3) the periodic table, (4) the mole and chemical formulae, (5) molecular compounds, (6) infinite arrays, (7) gases, (8) solutions, (9) surfaces, (10) stoichiometry, (11) heat of reaction, (12) chemical equilibrium, (13) reaction rates, and (14) acids and bases. (Author/PN)

ED 224 468 IR 010 520

Lowenstein, Jewel, Comp.

Film: A Guide to Reference Sources.
McGill Univ., Montreal (Quebec). McLennan Library.
Pub Date-82
Note-19p.
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Annotated Bibliographies, *Documentaries, *Film Criticism, *Filmographies, Film Production, *Films, *Reference Materials
Identifiers-Film Festivals, Film Genres, Film History, Film Reviews

This selective annotated bibliography lists reference sources held by the McGill Libraries. Focusing on a scholarly approach to the film as art, the guide emphasizes the feature film, the documentary, and the technical aspects of film production, rather than educational films. Approximately 100 citations are arranged in 3 major groups. Part 1, Reference Sources, includes dictionaries, encyclopedias, handbooks, yearbooks, and directories of courses, collections, and festivals, as well as biographical sources. Part 2, Bibliography, lists guides to film literature, library catalogs, indexes to reviews, and sources for locating critical works. Part 3, Filmography, outlines the range of sources available, providing special sections for the major genres. Each entry gives full bibliographic information. A detailed table of contents facilitates the use of this guide. (Author/LMM)

ED 224 546 JC 830 025

Fall Enrollment Report: University of Hawaii, Community Colleges. Fall 1982.

Hawaii Univ., Honolulu. Office of Institutional Research and Analysis.
Report No.-MIF-7
Pub Date-Dec 82
Note-33p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Age, *Community Colleges, Credit Courses, *Enrollment Trends, Females, Full Time Students, Majors (Students), Males, Part Time Students, State Surveys, *Student Characteristics, Two Year Colleges, *Two Year College Students
Identifiers-*Hawaii

Focusing primarily upon regular students in credit programs at six of Hawaii's community colleges, this report presents data tables summarizing enrollment trends and selected personal and academic student characteristics. The tables cover: (1) headcount enrollment for each college and training center in regular credit programs and in apprentice/journeyworker and other special programs; (2) headcount enrollment for each community college from fall 1972 through fall 1982; (3) full-time equivalent enrollment for each college for the same years; (4) student enrollment broken down by sex, educational objective, major program area, attendance status, total student semester hours (SSH's) taken, average SSH taken, permanent home address, local address, tuition status, age, U.S. citizenship, registration status, and ethnic background; (5) changes in these student characteristics between 1978 and 1982; and (6) distribution of college majors by program between fall 1973 and fall 1982 for the community college system as a whole and for each college. The data reveal that 83% of the 26,616 students registered in fall 1982 were regular students; that enrollment showed an increase of 7% over the previous fall; that the numbers of part-time and female students continued to grow in both number and proportion; and that the average age of the community college students had steadily risen since fall 1977. (AYC)

ED 224 586 PS 013 255

Perry, Kathryn Senn Moore, Gary T.

Employers and Child Care: Establishing Services through the Workplace. Pamphlet 23. Revised Edition.

Women's Bureau (DOL), Washington, D.C.
Pub Date-Aug 82
Note-90p.; ED 198 950 is an earlier version of this paper.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Day Care, Early Childhood Education, *Employer Supported Day Care, *Financial Support, *Needs Assessment, Program Administration, *Program Development, Program Implementation, Questionnaires, Resource Materials, Taxes

The fastest growing segment of the labor force today is the category of mothers with preschool children. As the number of working mothers increases, so does the need for reliable, quality child care during the work day. Heightening its traditional concern for working parents in need of quality child care services, the Women's Bureau has chosen as a primary initiative the establishment of employer-sponsored child care systems throughout the United States. One aspect of this thrust has been the updating and expansion of the contents of a widely used Women's Bureau publication, issued in 1981, to produce the present edition. It is hoped that planners of child care programs in business and industry, unions, employee associations, and communities will find this document rich in data, guidance, and shared ideas. Contents focus on (1) the need for child care and the services presently available, (2) employer/labor involvement in programs that support working parents, (3) the establishment of a task force and the assessment of needs for employer/labor involvement in child care services, (4) program planning and cost analysis, (5) funding sources for chid care services, (6) tax issues and employer-sponsored child care services, (7) program components of a child care center, and (8) implementation of the program plan. (A partial list of employer-sponsored child care programs in the United States is appended.) (RH)

ED 224 740 SO 014 401

Valeau, Edward J.

A Model for Implementing a Multicultural Curriculum - Why? How? Revised.

Pub Date-79

Note-15p.

Pub Type- Opinion Papers (120) - Guides - Classroom - Teacher (052)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Curriculum Development, Educational Objectives, Elementary Secondary Education, English Instruction, Ethnic Studies, *Models, *Multicultural Education, Program Development, Program Implementation, Social Studies

Multicultural education, as defined by the author, is an organizational approach to integrating existing curriculum such as social studies and English with materials, ideas, strategies, and techniques which reflect the contributions, history, customs, and aspirations of ethnic groups. A multicultural approach to teaching can help students learn to understand and accept minorities and themselves, recognize the inherent worth of every individual, and understand and appreciate the individual differences in people. Before using the model presented, school districts should establish a human relations department familiar with curriculum development; develop a curriculum committee representing administrators, teachers, and community persons; and solicit support and commitment from the district superintendent. A statement of objectives for a multicultural curriculum should be developed. The model has two major phases. Phase I describes the functions and responsibilities of the District Advisory Committee, the Human Relations Department, social studies and English teachers who write the curriculum, the Review Committee, and the Board of Trustees. The second phase of the model involves in-service training, pilot testing, curriculum evaluation, rewriting, and implementation. (RM)

ED 224 781 SP 021 527

Hoffman, Darlene Haffner

Assertion Training: A Tool for Teacher Educators.

Pub Date- 78
Note-18p.
Pub Type- Reports - Descriptive (141) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Assertiveness, Classroom Communication, Classroom Techniques, *Discipline Problems, Higher Education, *Interpersonal Communication, *Preservice Teacher Education, Problem Solving, *Self Esteem, Student Teacher Relationship, *Teacher Behavior, Teacher Education Curriculum

Assertion training should be an integral part of preservice teacher training so that, when beginning teachers enter the classroom, they will be confident and able to establish a positive learning climate and minimize discipline problems. A graduate course was developed to assist teachers to develop assertive communication and to use assertive beliefs and strategies to enhance the learning environment and maintain effective classroom discipline. The class had four components: (1) self analysis of communication style, strengths, and weaknesses; (2) introduction to basic assertive training strategies and problem solving; (3) development of individual discipline plans; and (4) behavior rehearsal, using role-playing to improve or refine technique. Assertiveness training concentrates on rights-oriented communication, and attempts to develop respect for students, school staff, and administrators while emphasizing the need for self-respect. By assisting teachers to communicate in an atmosphere in which respect is valued, assertion training can help prevent discipline problems from occurring in the classroom. (FG)

ED 224 800 SP 021 654

Harris, Ben M.
Teacher Evaluation as a Developmental System.
Pub Date- 83
Note-17p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cooperative Planning, Elementary Secondary Education, Evaluation Criteria, *Evaluation Methods, Inservice Teacher Education, Methods, Participative Decision Making, Self Evaluation (Individuals), *Teacher Administrator Relationship, Teacher Behavior, Teacher Effectiveness, *Teacher Evaluation, *Teacher Improvement, *Teacher Participation
Identifiers-*Developmental Teacher Evaluation Kit

The Developmental Teacher Evaluation Kit (DeTEK), a four-phase evaluation system, provides for ongoing, objective, systematic teacher evaluation in which teachers and administrators collaborate in making decisions leading to teacher improvement. Phase 1, prediagnostic survey, involves the teacher's self-analysis, using the Teacher Performance Screening Inventory: A Self-Analysis Survey. Concurrently, evaluators (principal, administrator, another teacher) observe the classroom and note observations with the Comprehensive Observation of Performance (Co-oP) instrument. A conference between the teacher and evaluator concludes this phase. Phase 2 is based upon specifically diagnosed needs or problem areas identified by both the teacher and evaluator. A Teacher Behavior Self-Report, Classroom Observer Report, Supplemental Student Report, and a Diagnostic Analysis Worksheet are incorporated into this diagnostic process. The third phase, Growth Planning and Development, is based upon specific growth activities described in the Professional Growth Plan. This phase identifies the responsibilities of each participant in the improvement effort, including provision of inservice education opportunities and resource materials. The final phase, a review session, focuses on recognizing the teacher's accomplishments resulting from the successful completion of the growth-plan activities. The review of the Teacher Summary Record provides an opportunity to make decisions regarding the initiation of a new evaluation cycle. (JD)

ED 224 840 TM 830 039

Quellmalz, Edys S. Shaha, Steven

Cognitive Models for Integrating Testing and Instruction, Phase II. Methodology Program.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-30 Nov 82
Grant-NIE-G-80-0112
Note-49p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Academic Achievement, Cognitive Measurement, Criterion Referenced Tests, Elementary Secondary Education, *Instruction, *Mathematical Models, Norm Referenced Tests, *Task Analysis, Testing Problems, *Test Interpretation, Test Items, Test Theory
Identifiers-Stanford Achievement Tests

The potential of a cognitive model task analysis scheme (CMS) that specifies features of test problems shown by research to affect performance is explored. CMS describes the general skill area and the generic task or problem type. It elaborates features of the problem situation and required responses found by research to influence performance. Stimulus features specify particular concepts and procedures necessary to answer a question and place limits on the structure and range of content or examples that can illustrate a problem. Response requirements indicate the mode as well as solution procedures and operations. The task content describes time constraints and the purpose, function, or audience of the task. CMS was used to classify and compare the contents of a Stanford Achievement Test and a criterion referenced test, both administered in 1982. Content analyses indicated the tests measure different aspects of reading and with different degrees of emphasis. Response patterns implied that CMS may be a promising tool for describing, analyzing, and interpreting test performance. The detailed partitioning of skill requirements used in the CMS appears to present a clear and interpretable test analysis tool. (Author/PN)

ED 224 331 FL 013 371

Deutsch, George B.
The Function of Stress in English.
Pub Date-82
Note-23p.; Paper presented at the Annual Convention of Teachers of English to Speakers of Other Languages (16th, Honolulu, HI, May 1-6, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Dialogs (Language), *English (Second Language), Grammar, Higher Education, *Intonation, *Oral Language, *Phonology, Secondary Education, Second Language Learning, Semantics, Sentences, Speech Communication, *Stress (Phonology), Structural Analysis (Linguistics), Syllables

In an analysis of stress and intonation, stress is shown to distinguish semantic and grammatical meaning on every level of language. It is suggested that the distinction between stress and intonation is particularly important in teaching English as a second language. Written texts and fabricated examples of dialogue are used, with a focus on speech as oral production of texts. It is proposed that a regular correlation can be seen between the degree of semantic meaning attached to a syllable and the degree of stress it carries. Rules for the distribution of functionally contrastive degrees of stress are shown to operate on the word level where roots are stressed in constrast with affixes. On the phrase level, lexical and structural words are distinguished by stress, and the semantic focus of the phrase is marked by primary stress. Stress operates beyond the phrase on the text level to link sentences and groups of sentences in connected discourse. Anaphoric stress is a cohesive device that expresses the relationship between referents and references. On the other hand, intonation is a nonstructural feature that utilizes pitch contours projected on phrase stress groups. This involves a culturally conditioned expression of attitude to the speaking situation. (SW)

ED 224 351 FL 013 412

Rodriguez-Brown, Flora V. Elias-Olivares, Lucia

Bilingual Children's Home and School Language: An Ethnographic-Sociolinguistic Perspective. Final Report. Revised.

InterAmerica Research Associates, Rosslyn, Va.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Jan 82
Contract-400-79-0042
Note-152p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Bilingualism, *Bilingual Students, English, Ethnography, Grade 3, *Hispanic Americans, Language Attitudes, Language Dominance, *Language Proficiency, Language Tests, *Language Usage, Primary Education, Sociolinguistics, Spanish, Surveys, Test Validity

An ethnographic study of language proficiency in the home and school languages of bilingual children was conducted. From a qualitative sociolinguistic perspective, language proficiency, the relation of linguistic performance to community language use and attitudes, and the correlation of the sociolinguistic findings on language repertoire with widely used current tests were investigated. Using microethnographic techniques, data were collected on six third-grade Hispanic children in classroom, home, and community settings. Information related to language use, language proficiency, and attitudes toward language, bilingualism, and bilingual education was obtained through a questionnaire. An ethnographic description of the relationship among community data, parents' data, and children's language proficiency is presented. Using the language repertoire collected, the congruency between actual language collected from the children and the test content in the Bilingual Syntax Measure and James Language Dominance Tests was analyzed. Finally, a functional analysis of questions and directives found in the children's repertoire in both Spanish and English was conducted. The survey instrument is appended. (Author/RW)

Brasher, Daniel E. And Others
Attrition and Retention.
Spons Agency-Department of Education, Washington, DC.
Pub Date-30 Oct 80
Note-17p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Persistence, *Black Students, College Desegregation, *College Freshmen, Comparative Analysis, Dropout Attitudes, Enrollment Influences, Ethnic Groups, Females, Higher Education, Institutional Research, Longitudinal Studies, Males, Minority Groups, *Sex, *Student Attrition, Student Characteristics, *White Students
Identifiers-*University of Tennessee Martin

Trends in beginning freshmen attrition were studied at the University of Tennessee, Martin, for the fall quarters of 1977, 1978, and 1979. One part of the attrition study used the American College Testing (ACT) program's withdrawing/nonreturning student survey, while a second approach was based on the computerized People Oriented Information System for Education, which maintains the student database files. The compositions of the three freshmen classes were cross-tabulated by sex and ethnic category. The male/female composition of the classes reversed for 1978 and 1979 as compared to 1977, but the ethnic makeup was basically unchanged. Approximately 37 percent of the fall quarter first-time college freshmen did not return the following fall, and about 50 percent remained after 2 years. On the ACT survey, nonreturning students indicated major and minor reasons for leaving college, and almost 32 percent of the respondents cited one of the following three reasons as the single most important: desired major not offered, marital status changed education plans, or wanted to move to a new location. Based on the comparison of the student databases, no significant differences in attrition were found between males and females or between blacks and whites for the 1977 class. For the 1978 class, male attrition was statistically higher than the female rate (41.9 percent and 32.3 percent, respectively). The total student attrition rate between fall 1977 and 1978 did not change significantly, but the fall 1979 attrition rate was significantly lower for black students than for white. (SW)

ED 224 399 HE 015 683

Viehland, Dennis W. Kaufman, Norman S.

Tuition and Fees in Public Higher Education in the West, 1982-83.

Western Interstate Commission for Higher Education, Boulder, Colo.
Report No.-WICHE-2A115
Pub Date-Oct 82
Note-31p.
Available from-Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, CO 80302.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-College Credits, College Students, *Community Colleges, Comparative Analysis, Educational Economics, *Fees, Graduate Study, Higher Education, In State Students, Out of State Students, *State Colleges, *Student Costs, Trend Analysis, *Tuition, Undergraduate Study
Identifiers-*Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, *United States (West), Utah, Washington, Wyoming

Changes in tuition and fee levels at public institutions from academic year 1981-82 to 1982-83 are reviewed, with specific state-by-state, institution-by-institution data provided for the three previous years. The states included are Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, and Wyoming. Among the kinds of changes noted are one-time and per-term surcharges, changes in credits charged on a per-credit basis, and related graduate tuition to cost of instruction rather than undergraduate tuition. Trends include these: tuition increases averaged 10 to 20 percent in most cases; overall resident undergraduate tuition increased 5.8 percent; undergraduate nonresident charges increased an average of 11.3 percent; great variation in dollar rates exists between states; and graduate tuition averaged 19.2 percent more for residents, and 12.4 percent for nonresidents. Additional charts and tables present data on the number of institutions charging resident and nonresident tuition and fees within five brackets ($0-1,999; $2,000-2,499; $2,500-2,999; $3,000-3,499; $3,500), and a summary of tuition and fees by undergraduate and graduate status, resident and nonresident status, and institution type, in some cases giving the range, mean, and median. (Author/MSE)

ED 224 432 HE 015 761

Gough, J. E.

Distance Education, Mature Age, Open Entry and Counselling.

Pub Date-79
Note-9p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Advising, *Adult Students, *Ancillary School Services, College Students, *Extension Education, *External Degree Programs, Family Influence, Foreign Countries, Higher Education, High Risk Students, Individual Counseling, Open Enrollment, Role Conflict, *Student College Relationship, Student Needs
Identifiers-*Deakin University (Australia), Distance Education

Counseling support for adult students entering a distance teaching program at Deakin University, Australia, and evaluation of this service are described. Admission is granted to adult students without formal educational qualifications, and a counseling program provides information on the demands of university study and possible role conflicts that may arise among the responsibilities of home and family, employment, and university study. The counseling program has three components: (1) completion of admission and enrollment procedures for new off-campus students prior to beginning their studies and provision of teaching materials 5 to 6 weeks before the usual distribution; (2) an information packet on available resources, advice on study techniques, and an exercise in assessing reasons for entering the university; and (3) Saturday workshops to explore in more detail some of the issues raised in the counseling package and any other issues of concern. In 1978 there were 238 special entry adult students, with equal proportions of men and women. The men tended to be younger and felt that factors outside their control had caused them to discontinue their education; women regarded their responsibility for husbands and children as the major impediment. The 210 adult respondents found the section of the counseling package on study techniques the most helpful. It is suggested that identifying high-risk students and providing additional support is important to prevent student withdrawal. (SW)

ED 224 527 JC 830 002

Pipes, V. David

Evaluation of the Cosmetology Program at Caldwell Community College and Technical Institute Fall, 1981.

Caldwell Community Coll. and Technical Inst., Lenoir, N.C.

Pub Date-81

Note-60p.

Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Advisory Committees, College Graduates, *Cosmetology, *Employer Attitudes, *Employment Patterns, *Job Training, Participant Satisfaction, Personnel Evaluation, Program Evaluation, Questionnaires, School Surveys, *Student Attitudes, *Teacher Attitudes, Two Year Colleges

In fall 1981, the cosmetology program at Caldwell Community College and Technical Institute (CCC&TI) was evaluated as part of a process to create a model for the periodic evaluation of all occupational programs at the school. In addition to collecting information for planning and program improvement, the study sought to assess the achievement of program objectives, to measure student and employer satisfaction, and to determine the outcomes of public expenditures. Program evaluations were solicited and received from 23 students who graduated before fall 1979 (26% of those contacted); 21 students who graduated after fall 1979 (50% of those contacted); 14 of 75 businesses employing cosmetologists; 5 employers of consenting graduates; cosmetology advisory committee members; both cosmetology instructors; and the department chair. Selected evaluation results indicate: (1) 86% of the recent and 43% of the earlier graduates were currently employed in the field; (2) recent graduates had a much higher estimation of their training than earlier graduates; (3) while 62% of the employers responding to the general survey rated CCC&TI graduates lower than graduates of other schools, current employers of specific graduates gave them good or excellent ratings in all skill areas; and (4) needs were expressed for additional equipment and classroom space and increased emphasis on manicuring, wig care, and specialized services for black patrons. The survey instruments are appended. (AYC)

ED 224 623 RC 013 676

Stile, Stephen W. Wachtel, William J.

Competency-Based Inservice Training for Personnel Serving Handicapped Preschoolers. Final Report.

New Mexico State Univ., Las Cruces. Coll. of Education.

Spons Agency-Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Personnel Preparation.

Pub Date-Sep 82

Grant-G007900846

Note-122p.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC05 Plus Postage.

Descriptors-Bilingualism, *Competency Based Teacher Education, Cultural Pluralism, Delivery Systems, Disabilities, Early Childhood Education, Federal Programs, Higher Education, *Inservice Teacher Education, *Models, *Preschool Teachers, Program Descriptions, Program Development, *Rural Areas, Special Education, *Special Education Teachers

Identifiers-*New Mexico

Teachers who have been trained to work with normal young children (early childhood certification) or with older handicapped children (special education certification) are often unprepared to assume the multiple responsibilities of the teacher of preschool handicapped children. The purpose of this project was to address this need by implementing and maintaining a competency-based inservice training program within the College of Education at New Mexico State University (NMSU). The project's service delivery model was designed to reflect the state's rural remoteness (e.g., summer campus-based training with field-based academic year special problems'' follow-up) and tricultural diversity. During the second and third years of the project, 28 leadership personnel were brought to the NMSU campus for 5 weeks of intensive didactic and hands-on'' inservice instruction. In-state tuition and $75-a-week traineeships were provided by the project. The majority of these personnel (representing 23 or 72% of New Mexico's 32 counties) are currently providing inservice training upon request in their own or contiguous counties and employing project-acquired competencies in their home programs. Among project-supported activities were provision of a regional infant, toddler, and preschool education of the handicapped conference attended by 74 New Mexico preschool personnel and development of of a materials collection within NMSU's College of Education. (Author)

ED 224 642 RC 013 696

Rosier, Helen Cody

Ch'at Ba Olta'i Yik'ehgo Na'nitini (Frog: Teacher's Guide). Book 1.

Native American Materials Development Center, Albuquerque, NM.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Pub Date-Apr 78
Note-237p.; For related documents, see RC 013 697-703.
Available from-Native American Materials Development Center, 407 Rio Grande Blvd, N.W., Albuquerque, NM 87104 ($18.00 each or $25.00 per set).
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*American Indian Education, *Beginning Reading, *Directed Reading Activity, *Language Experience Approach, *Navajo, Phoneme Grapheme Correspondence, *Phonics, Primary Education, Reading Instruction, Reading Programs, Teaching Guides

Designed as a component of the Navajo Bilingual Bicultural Curriculum, Ch'al'' is the first book in a series of three initial readers composed of a teacher's guide and student reader-workbook. Lessons are introduced the second semester of kindergarten or whenever the teacher feels the children are ready to begin reading and should not be longer than 20 minutes with each instructional group consisting of 6 to 10 students. The teacher's guide has two sections: pre-reading lessons and instructions for using the student reader-workbook. The pre-reading lessons are designed to teach children 11 sound/symbol associations in the Navajo language and to give the students experience with blending these sound/symbol associations into syllables. The pre-reading lessons are taught prior to introducing the children to the reader-workbook. The second section of the guide provides step-by-step instructions for using the student's reader-workbook and contains oral activities for introducing the new sound/symbol associations. Suggested lesson plans in English are provided. (ERB)

ED 224 661 RC 013 715

Briere, Eugene J., Ed. And Others

Language Development in a Bilingual Setting.

California State Polytechnic Univ., Pomona. National Multilingual Multicultural Materials Development Center.; California State Univ., Los Angeles. National Dissemination and Assessment Center.

Spons Agency-Office of Bilingual Education (DHEW/OE), Washington, DC.

Report No.-ISBN-0-89755-009-9

Pub Date-79

Note-203p.

Pub Type- Information Analyses (070) - Collected Works - General (020)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-*Bilingual Education, *Compliance (Legal), Court Litigation, *Educational Assessment, *Educational Philosophy, Educational Quality, *Ethnography, Instructional Improvement, Language Acquisition, Language Dominance, Program Descriptions, Second Language Instruction, *Social Influences, Spanish

Identifiers-Canada, *National Network of Centers for Bilingual Educ

The publication brings together the latest thinking in five areas important to bilingual education. Part one, legal aspects, deals with limitations and capabilities of the judicial process, interpretations of major court decisions, and implications of these decisions in terms of community members, educators, and school boards. Philosophies, discussed in part two, encompasses the need for philosophical diversity to account for the needs of marked and unmarked population differences, clarification of philosophical disagreements, and suggests bilingual education will contribute to the assimilation process rather than to cultural and linguistic pluralism. The third part deals with social factors: sociology of language, ethnography of speaking, and pragmatics of natural languages; ethnographic monitoring, and bilingualism and biculturalism in education. Part four covers language and content in bilingual education: language acquisition and language learning in late-entry programs, a Canadian bilingual education program, curriculum development in L1 and L2 in a maintenance program, and curriculum/language contexts. Part five, assessment, encompasses: problems in assessment of the effect of language education policies in a multilingual society; language dominance and pedagogical considerations; and criteria to assess Spanish reading instructional materials. The last section describes the activities of the National Network of Centers for Bilingual Education. (AH)

ED 224 681 RC 013 740

Fowler, Clifford F.

The Mobile Field Study Unit in South-West Queensland. Priority Country Area Program Evaluation Series: Report No. 9.

Priority Country Area Program Office, Brisbane (Australia).
Spons Agency-Australian Schools Commission, Canberra.
Report No.-ISBN-0-7242-0947-6
Pub Date-Mar 81
Note-115p.; For related document, see ED 220 241.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC05 Plus Postage.
Descriptors-Adoption (Ideas), Distance, *Educationally Disadvantaged, Elementary Secondary Education, Environmental Education, Itinerant Teachers, *Mobile Educational Services, Mobile Laboratories, Outdoor Education, *Outreach Programs, *Program Effectiveness, Program Evaluation, *Resource Teachers, *Rural Areas, Rural Education
Identifiers-*Australia (Queensland)

Effectiveness of the Mobile Field Study Unit's work in environmental education in south-west Queensland during 1979-1980 was evaluated through records kept by the Unit and the Priority Country Area Program (PCAP) office, evaluations by teachers, interviews with teachers and educational administrators, and participant observation of the Unit. The Unit was one of a number of initiatives sponsored by PCAP in an effort to bring more varied experiences to country children in disadvantaged country areas.'' During 1979-1980 the Unit provided service to some 1,400 pupils, 75 teachers, and 35 schools each year, at a cost of approximately $90,000 per annum. The majority of informants judged that the Unit had provided a valuable service and that its efforts were well received. In relation to field study facilities, disadvantage previously experienced by the area's children had been effectively overcome. The Unit had been more successful in contributing to the environmental education of pupils than in influencing teachers to make greater use of environmental strategies. In the interests of cost-effectiveness, a reduction in Unit staff will be trialled during 1981, together with plans for increasing the responsibilities of visiting teachers and some decrease in Unit mobility. These changes will need to be carefully monitored. (Author/BRR)

ED 224 701 SE 039 821

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials. Supplement X.

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

Spons Agency-Office of Water Program Operations (EPA), Cincinnati, Ohio. National Training and Operational Technology Center.

Pub Date-Jun 82

Grant-EPA-T-901366010

Note-233p.; For related document, see ED 221 384.

Available from-EPA Information Dissemination Project, 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (subscription $12.00, $4.00 each).

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-*Audiovisual Aids, Citizen Participation, Environmental Education, Indexes, Information Dissemination, *Instructional Materials, Pesticides, Postsecondary Education, Technology, Waste Disposal, *Waste Water, Water, Water Pollution, *Water Quality, *Water Resources, *Water Treatment

Identifiers-Hazardous Materials

Compiled are abstracts and indexes to selected print and non-print materials related to wastewater treatment and water quality education and instruction, as well as materials related to pesticides, hazardous wastes, and public participation. Sources of abstracted/indexed materials include all levels of government, private concerns, and educational institutions. Title, author(s), publication date, cross-references, descriptors, and availability are provided for each entry. Also included are procedures to illustrate how instructors and curriculum developers in the water quality control field can locate instructional materials to meet very general or highly specific requirements of their programs. This publication supplements and does not replace Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources'' or IRIS Supplements 1-9. (Author/JN)

ED 224 761 SO 014 440

Wahlstrom, Billie J.

Women's Visions/Visions of Women: Brain Research and Its Implications for the Mass Media.

Pub Date-Jun 82

Note-20p.; Paper presented at the National Women's Studies Association Conference (Arcata, CA, June, 1982).

Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Cerebral Dominance, Cognitive Processes, Creativity, *Females, Logical Thinking, *Males, *Mass Media Effects, Scientific Research, *Sex Differences, Sex Stereotypes

Identifiers-*Brain Research

Recent research which focuses on organizational differences in the brains of males and females has an important impact on the way women are portrayed in the male-dominated mass media. Generalizations from highly speculative research findings conclude that information is gathered and problems are solved differently by men and women. Most generalizations are stated in terms detrimental to women. For example, the statement that men do better in mathematics implies that lateral functions are superior. What is ignored is that women do much better on verbal testing than men. The relationship between mass-mediated images and brain research centers on the function of the left brain (the articulate, conscious self) and the right brain, which processes visual images. When the right brain is accessed during sleep, the individual is being creative and developing solutions to problems. However, because a vast amount of images are received through the mass media, which create fundamentally male images (e.g., violence), such images are not optimally suited for female processing. Thus, the right brains of women are hampered in finding solutions to problems suitable to the way their brain sees the world. Women's culture needs to find its way into the mass media. (Author/KC)

ED 224 450 HE 015 820

Wong, Herbert Y. Sanders, Jimy M.

Gender Differences in the Attainment of Doctorates. Revised.

Spons Agency-California Univ., Santa Barbara.

Pub Date-Jan 82

Grant-UC-8-448790-09499-3

Note-38p.; Paper to appear in Sociological Perspectives.''

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110) - Information Analyses (070)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Academic Achievement, Awards, *Doctoral Programs, Employment Potential, Equal Opportunities (Jobs), Faculty Advisers, Females, *Graduate Study, Higher Education, *Human Capital, Longitudinal Studies, *Professional Recognition, *Research Opportunities, *Sex Differences, Sex Discrimination, State Universities

Identifiers-*University of California Santa Barbara

Different and competing theories of the disadvantagement of women in academia are explored through reviews of the literature and an examination of the graduate training experiences of men and women. An explanatory model of graduate training experiences from a human capital theory approach is constructed that considers the human capital accumulated by individuals before and during graduate school. Performance after graduate school is then understood as a function of the total human capital accumulated. Data in the study were for all doctoral recipients of the University of California, Santa Barbara, from September 1972 through June 1978. Student variables controlled for include marital status, age, number of dependents, undergraduate experience, previous graduate study, graduate performance, awards and opportunities, and prestige of faculty advisor. Despite roughly equal beginning qualifications, women tended to accumulate less human capital than men during graduate school, and may not have had equal access to career-relevant opportunities and resources. Further encouragement of women's achievement is recommended, including constantly reminding women graduate students of the importance of research and assertiveness in research involvement, and active recruitment of women as research assistants. (MSE)

ED 224 489 IR 050 030

Tonn, Patricia, Comp.

In Search of Canadian Materials. Supplement.

Manitoba Dept. of Education, Winnipeg.

Pub Date- 81

Note-83p.; For related documents, see ED 197 743-744.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Annotated Bibliographies, Audiovisual Aids, *Canada Natives, *Canadian Literature, Curriculum, Elementary Secondary Education, Foreign Countries, Guidance, Humanities, *Library Materials, Physical Education, *Resource Materials, School Libraries, Sciences, Social Sciences

Identifiers-*Canada

Designed as an aid to the selection of Canadian materials for the school library, this annotated bibliography supplements a 1978 listing of items by or about Canadians. Major subdivisions of the work include a reference materials section as well as sections by subject category: language and literature, Canadian history, Canadian studies, the arts, consumer affairs, the environment and ecology, guidance and careers, history, home economics, music, native studies, physical education, political science, science, social studies, and women's studies. A user's key provides recommended grade levels, choice of subject headings, selection and pricing information, and an explanation of the identification of controversial materials. A title index and a publishers' directory are included. (ESR)

ED 224 566 PS 013 230

Marchionne, Anne
Stress and the Adopted Child.
Pub Date-82
Note-34p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Adjustment (to Environment), *Adopted Children, *Coping, Emotional Response, Guidelines, Resource Materials, *Stress Variables
Identifiers-*Adoptive Parents

This discussion typifies various persons potentially affected by an adoption and describes 19 stresses adopted children may experience at one time or another. Nine signs of stress in children and 17 ways adopted children and adoptive parents can cope with stress are listed. A concluding packet of resource materials lists books for adopted children and their parents/families, filmstrips, and agencies offering help and support to adopted children and/or their families, additionally providing a brief discussion of things to consider in adopting the hard-to-place child. (RH)

ED 224 416 HE 015 737

Hall, Charles W. L.

A Study and Procedural Guide to Professional Development Organization and Administration for Student Personnel Workers.

Pub Date-May 82
Note-164p.
Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (150) - Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Administrator Guides, Ancillary School Services, Consultation Programs, Higher Education, *Interprofessional Relationship, Models, *Needs Assessment, *Professional Development, *Program Administration, Program Development, Program Guides, Staff Orientation, *Staff Role, Student Personnel Services, *Student Personnel Workers

A guide to the organization and administration of professional development efforts for student personnel workers is presented. The development of the guide was based on needs within the organization: (1) to understand processes and procedures of student personnel services and how they relate to other departments; (2) to communicate and relate to the organization as a whole; and (3) to formally inform new employees about mission and roles. The second need was addressed through a series of film discussion groups, which are outlined in appended interoffice correspondence. In addition, a course contract for a specialist level internship to assist in the development of a professional development program is included, along with a consultation agreement, and minutes of meetings addressing professional and personal development issues within the Division of Admissions and Special Academic Services. Attention is directed to: a model for staff development, interdivisional communications, process review for program enrollments and certification, and divisional needs assessment. Need areas were identified using a consensus model and an organizational needs assessment survey. An assessment report and recommendations were also developed. Additional memos, minutes of meetings, questionnaires, and forms are included. Appended materials also include: developmental models, a collection of planning documents, an inventory of practical professional resources, and a bibliography of student personnel literature supporting personal development. (SW)

ED 224 469 IR 010 521

Raszkowski, Robert R. Chute, Alan G.

Guidelines for Effective Teleconference Presentations in Continuing Medical Education.

Pub Date-Mar 82

Note-9p.; Paper presented at the Issues in Higher Education Conference (Atlanta, GA, March 1982). For related documents, see ED 223 214 and IR 010 522-523.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Advance Organizers, *Information Networks, *Instructional Design, Medical Education, Participation, *Physicians, *Professional Continuing Education, Relevance (Education), Teaching Methods, *Teleconferencing, *Visual Aids

Identifiers-South Dakota

Designing teleconference programs for the physician learner puts unique demands on the teleconferencing medium. Typically, physicians expect a 1-hour lecture presentation with high information density. To effectively present the medical content material in an audio medium, strategies which structure and organize the content material are necessary. When high information density programs are teleconferenced, modifications in the format of a typical educational teleconference are necessary. A format which previews, presents, and reviews the content material has proved effective in such programs on the South Dakota Medical Information Exchange (SDMIX) teleconferencing network. This format structures the presentation, making the organization of the content apparent to the physician learner. Visual techniques are employed in this organizational pattern to reinforce the structure and facilitate retention of the presentation content. The use of a stimulating title slide, a slide of the presenter, program outline, internal visual outlines, frequent changes in the visual elements, summary or transition visuals, color coding of visual and print materials, and humorous visuals have been found effective as means of presenting educational teleconference programs for physicians. (Author/LMM)

ED 224 509 JC 820 545

Glenn, Hugh W.

A Study of the Functions Performed by Coordinators in the Saddleback Community College District.

Saddleback Community Coll., Mission Viejo, Calif.

Pub Date- 82

Note-13p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Ancillary School Services, *College Faculty, *College Instruction, Community Colleges, *Coordinators, *Noninstructional Responsibility, Teacher Motivation, Two Year Colleges

In light of an increased need for assistance in supporting various aspects of the Saddleback Community College District's instructional programs and ancillary services, a study was conducted to obtain quantitative information concerning the functions performed by coordinators of programs and services at Saddleback College's two campuses. The study sought to determine which instructional or ancillary units were supported by coordinators; the personnel who carried out the work of coordinator and their functions; and the amount of time spent performing these functions. Interviews with 45 of the district's 46 coordinators revealed: (1) 40% of the respondents coordinated instructional programs, 31% a sequence of classes within a division, 13% ancillary services, 9% a program and facility, and 7% the activities occurring within a facility; (2) 93% of the coordinators were full-time instructors and most were motivated by concern or interest; (3) 27% had served for 3 or more years as coordinator and 40% for 6 months or less; (4) 96% performed the function of developing or determining the direction of the instructional/service unit, 87% served on screening and selection committees, and 84% scheduled classes; (5) the most time-consuming functions were assisting in scheduling and staffing classes, assisting in budgeting, and developing a cadre of part-time instructors; and (6) 77% of the coordinators at Main Campus and 45% at North Campus spent 11 or more hours a week performing coordination functions. (HB)

ED 224 547 JC 830 027

O'Connor, T.

Enrollment Data: Community Colleges Day Division. Fall Semester, 1981.

Massachusetts State Board of Regents of Higher Education, Boston.

Pub Date- 82

Note-16p.

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Community Colleges, *Enrollment, Females, Foreign Students, Full Time Equivalency, Full Time Students, Majors (Students), Males, Minority Groups, Older Adults, Part Time Students, Residential Patterns, State Surveys, Student Financial Aid, Two Year Colleges, *Two Year College Students

Identifiers-*Massachusetts

This series of six tables provides fall 1981 data on enrollments in each of the 15 community colleges in Massachusetts and for the system as a whole. Table 1 presents information on the number of freshman, sophomore, and unclassified students who made requests for admission, were qualified applicants, and were notified of admission. In table 2, day division enrollments are considered in terms of the sex and full-/part-time attendance status of freshmen, sophomores, and unclassified students and in terms of headcount and full-time equivalents. Table 3 contains data on the number of Massachusetts residents, residents of other states, foreign students, and veterans by class. Table 4 offers a breakdown of students by race, providing figures for Black American, Hispanic American, Asian American, American Indian, total minority, Caucasian, total United States citizen, and foreign student enrollments, and total headcount. Table 5 looks at enrollments by curriculum for the day division, indicating the numbers of freshmen, sophomores, and unclassified students who were enrolled in transfer, general education, and career programs. Career enrollments are further broken down by business/secretary, engineering/technology, health, and service programs. Finally, table 6 indicates the number of tuition waivers granted to the elderly for day division enrollment and the total amount of those waivers. (AYC)

ED 224 606 PS 013 283

Bond, James T. And Others
Project Developmental Continuity Evaluation: Final Report. Volume I: Outcomes of the PDC Intervention.
High/Scope Educational Research Foundation, Ypsilanti, Mich.
Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Pub Date-Sep 82
Contract-HEW-105-78-1307
Note-204p.; For related documents, see PS 013 284-285 and PS 013 337.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Comparative Analysis, *Demonstration Programs, Early Childhood Education, *Federal Programs, Institutional Characteristics, Interpersonal Competence, Interviews, Longitudinal Studies, *Measures (Individuals), *Outcomes of Education, Parent Attitudes, *Program Effectiveness, Program Evaluation, Student Attitudes, Teacher Attitudes
Identifiers-Developmental Continuity, Impact Studies, *Project Developmental Continuity, Project Head Start

The first of two volumes, this document reports an evaluation of Project Developmental Continuity (PDC), a Head Start demonstration project initiated in 1974 to develop program models which enhance children's social competence by fostering developmental continuity from preschool through the early elementary years. In general, the impact of program models on participating institutions, teachers, parents, and children is described. Following the first chapter's brief overview of PDC's objectives, development, and design, chapter 2 focuses on evaluation methods, discussing research questions, sample formation, measurement techniques, sample attrition, and data analyses. Chapter 3 specifies PDC's influence on local institutions. The first section of this chapter identifies the sources of data available for the evaluation, defines each guideline requirement for which implementation was assessed, and describes procedures used to aggregate ratings for purposes of characterizing implementation at each site. The second section of chapter 3 describes guideline-relevant features of PDC institutions, assessing guideline compliance and level of implementation. The three sections of chapter 4 describe, respectively, measurement of parent outcomes, the data analysis strategy, and findings from the analysis of parent outcome variables. In chapters 5 and 6, measurement of and results from the analysis of outcomes for teachers and children are discussed. Finally, a summary and explanation of the study's findings are provided in chapter 7. (MP)

ED 224 721 SE 039 848

Simpson, Karl W.

A Guide to Basic Taxonomic Literature for the Genera of North American Chironomidae (Diptera) - Adults, Pupae, and Larvae. Bulletin No. 447.

New York State Dept. of Environmental Conservation, Albany.; New York State Museum, Albany.

Pub Date-82

Note-50p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Animals, *Biology, *Classification, *Entomology, *Information Sources, Research Tools, Resource Materials, Science Education, Zoology

A generic list of North American Chironomidae (Diptera) is presented to help aquatic biologists quickly locate important taxonomic references for the adults, larvae, and pupae of each genus. The list (in chart format) includes literature published through 1981. When recent literature is available, older references are omitted, since the purpose of the compilation is to help investigators initiate a literature search. Provided for each genus are references (keyed to adult males, adult females, pupae, and larvae), publication date, page number on which keys and/or descriptions begin, and selected comments. The compilation includes 7 subfamilies: 29 Tanypodinae, 5 Podonominae, 3 Telmatogetoninae, 9 Diamesinae, 4 Prodiamesinae, 66 Orthocladiinae, and 54 Chironominae (14 Tanytarsini, 1 Pseudochironomini, and 39

Chironomini). Subgenera are listed for some (not all) large genera. Because of space and time restrictions, a great deal of important European literature was not included. However, it is noted that a thorough literature search for most North American genera will usually include some European articles. The generic list is followed by a literature citation section and an index. (Author/JN)

ED 224 741 SO 014 402

Holden, Leonard W.

The Ethical Quest in a Democratic Society. A Program in Moral/Ethical Education, 1975-80. Final Evaluation Report.

Tacoma Public Schools, Wash. Office of Research and Evaluation.; Washington Office of the State Superintendent of Public Instruction, Olympia.
Spons Agency-National Endowment for the Humanities (NFAH), Washington, D.C.
Pub Date-Nov 80
Note-385p.; Some pages may be marginally legible due to small, broken and faint print type; photographs may not reproduce clearly.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC16 Plus Postage.
Descriptors-Curriculum Development, Elementary Secondary Education, *Ethical Instruction, Health Education, Humanities Instruction, Language Arts, Program Descriptions, Program Evaluation, Social Studies, Teacher Education, Values Clarification, *Values Education
Identifiers-*Ethical Quest Project

The objectives of the Tacoma (Washington) Public Schools' 5 year, K-12 values education program were to familiarize teachers with the theories of moral/ethical education, develop or identify appropriate curriculum materials, train teachers to use these materials, and evaluate the program. Participating were 244 language arts, social studies, health, and humanities teachers. Teacher workshops were conducted, published materials were evaluated, and teaching units, games, and guidebooks were developed and used. Program evaluation techniques included pre- and posttests for students, writing samples, video tapes of teaching sessions, classroom observations, and interviews with teachers and principals. Student outcomes appear generally favorable but remain tentative due to the experimental nature of the testing instruments and the lack of uniformity in what teachers were actually doing in the classroom. There is evidence to indicate that values education became a more visible concern in the school and community. Appendices contain samples of student and staff testing, newspaper clippings, budget statements, workshop documents, reprints, and a bibliography. (RM)

ED 224 782 SP 021 532

Wlodkowski, Raymond J.

Discipline: The Great False Hope.

Pub Date-Nov 82
Note-18p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Role, *Classroom Techniques, *Discipline, *Educational Environment, Elementary Secondary Education, Self Control, Student Behavior, *Student Motivation, Teacher Attitudes, Teacher Behavior, *Teacher Effectiveness

Discipline alone is not enough to make a school a better teaching and learning environment. Like punishment, discipline applied as control can cause more difficulties than it remedies; continual emphasis on discipline with constant surveillance by the teacher for infractions may produce more problems than it solves. By clearly connecting learning to discipline for students, the teacher demonstrates that the goal has required behavior. This helps students to understand that what they need and want is directly related to how they act. This understanding is essential for effective discipline and student self control. When practiced as such, students are no longer cast into a position of submissive obedience. Instead, they can see themselves as acting responsibly toward desired goals. With this approach, the emphasis is on learning and teaching with discipline playing an important but subordinate role. Research findings indicate that classroom organization and management, as part of instruction, are key processes in establishing and maintaining an effective and disciplined learning environment. Effective school and teacher characteristics which reinforce a positive learning environment are cited. (JD)

ED 224 801 SP 021 655

Smith, Nancy R.
Experience and Art. Teaching Children to Paint.
Report No.-ISBN-0-8077-2700-8
Pub Date-83
Note-120p.
Available from-Teachers College Press, Columbia University, 1234 Amsterdam Avenue, New York, NY 10027 ($11.95).
Pub Type- Guides - Non-Classroom (055) - Books (010)
Document Not Available from EDRS.
Descriptors-*Art Education, Art Expression, Art Materials, *Childhood Interests, Children, *Childrens Art, Cognitive Processes, Creativity, Developmental Stages, Elementary Education, Elementary School Students, *Painting (Visual Arts), Self Expression, *Student Motivation, *Teaching Methods

This book presents a philosophical and pragmatic approach to the teacher's active role in fostering a developing understanding of painting in 1-11 year-old children. Cognitive processes behind children's painting are explored; each phase of imagery is seen as emerging from and building on the thought processes of the previous phase. Tasks are suggested for each phase, and methods are offered for encouraging children to discuss concepts involved in their work. A section entitled Learning the Elements'' traces the transitions for experimentation with movement on paper to initial use of line, shape, and color and progresses to the combination of various elements into elaborate patterns and designs. A section entitled First Representations'' discusses the connection that occurs between configurations on paper and objects in the real world and lead to the selection of a particular theme and drawing. A section entitled Picturing Experience'' describes how children come to understand paintings as descriptions of their interests and activities, and how they progress from simple images to richer symbols and to full use of metaphor and artistic style in expressing complex life experiences. Specific motivational and teaching techniques and criteria for assessment are presented for each section. Black and white and color illustrations are included along with classroom anecdotes and observations of individual children. (JD)

ED 224 820 TM 830 002

Commons, C., Ed. Martin, P., Ed.

Australian Chemistry Test Item Bank: Years 11 and 12. Volume 2.

Australian Council for Educational Research, Hawthorn.

Report No.-ISBN-0-85563-975-x; ISBN-0-85563-977-6
Pub Date-Jun 82
Note-195p.; For related documents, see ED 189 193, ED 206 719, and TM 830 001.
Available from-Australian Council for Educational Research Limited, Radford House, Frederick Street, Hawthorn, Victoria, Australia 3122
Pub Type- Tests/Questionnaires (160)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Chemistry, Foreign Countries, Grade 11, Grade 12, High Schools, *Item Banks, Multiple Choice Tests, Science Instruction, *Science Tests, *Secondary School Science, *Test Items
Identifiers-Australia

The second volume of the Australian Chemistry Test Item Bank, consisting of two volumes, contains nearly 2000 multiple-choice items related to the chemistry taught in Year 11 and Year 12 courses in Australia. Items which were written during 1979 and 1980 were initially published in the ACER Chemistry Test Item Collection'' and in the ACER Chemistry Test Item Collection Supplement'' in order to provide Victorian teachers with an immediate source of items for the core'' and options'' section of their new Year 12 course, pending publication of the item bank. The current publication contains most of the 542 items in these collections, together with hundreds of items which have not been released previously. The items are designed to assist teachers in the preparation of tests for diagnostic and achievement purposes. The introduction includes instructions on using the item bank and a content classification of the items in volumes 1 and 2. The appendix includes the item bank for (1) redox reactions, (2) electrochemical cells, (3) electrolysis, (4) measurement and chemical techniques, (5) carbon chemistry, (6) silicon chemistry, (7) nitrogen chemistry, (8) phosphorus chemistry, (9) oxygen chemistry, (10) sulfur chemistry, (11) halogen chemistry, and (12) metals. (Author/PN)

ED 224 841 TM 830 040

McArthur, David L. Hafner, Anne L.

Modifying Test Bias Through Targeted Instruction. Methodology Project.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Nov 82
Grant-NIE-G-80-0112
Note-78p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Asian Americans, Black Students, Grade 5, Hispanic Americans, Instructional Innovation, Intermediate Grades, Low Achievement, *Minority Groups, Problem Solving, *Reading Comprehension, *Scores, *Test Bias, *Test Coaching, Test Items, *Test Wiseness
Identifiers-California Test of Basic Skills

Systematic but unanticipated differences in patterns of responses to a test between two or more groups is generally taken as evidence of test bias. This study assessed whether a carefully-targeted instructional sequence could influence the effects of bias. A reading comprehension test with items previously identified as biased for certain groups was administered to two samples of minority children. This was followed a week later by two in-class sessions of the instructional intervention. Participants were then retested on the same instrument, first at the end of the same week in which they received the intervention, then again 4 weeks later. This pre/post/follow-up repeated-measures design allowed analysis, both statistical and graphic, of bias characteristics as they arose between groups at any given testing session and within groups across time. Results indicated that the test materials were generally very difficult. A few items improved significantly from pretest to posttest, although this improvement diminished somewhat across time. California Test of Basic Skill items which were targeted by the intervention showed a stronger degree of change for the treatment group than for the control group. (Author/PN)

ED 224 332 FL 013 375

English Teachers' Journal (Israel), Number 27.
Ministry of Education and Culture, Jerusalem (Israel). English Inspectorate.

Pub Date-Sep 82
Note-83p.
Journal Cit-English Teachers' Journal (Israel); n27 Sep 1982
Language-English; Hebrew
Pub Type- Collected Works - Serials (022) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Drama, Educational Television, Elementary Secondary Education, *English (Second Language), Gifted, Instructional Materials, Language Skills, Language Tests, Learning Activities, *Second Language Instruction, Teaching Methods
Identifiers-*Israel

This Israeli journal for teachers of English provides news reports and articles on aspects of teaching English in Israel. The brief news items address such topics as language examination formats, teacher certification examinations, teacher education degree programs, conferences, and new instructional materials. The articles cover the teaching of translation skills in secondary school, class projects, testing of oral proficiency, English curriculum for gifted children, using drama to teach English, the use of popular songs in English teaching, and the development of a multi-media television series for teaching English in secondary schools. Letters to the editor and Hebrew synopses of the journal articles are included. (RW)

ED 224 383 HE 015 646

Olagunju, Amos O.

Barber-Scotia College: Needs Assessment of Education Program.

Barber-Scotia Coll., Concord, N.C.

Spons Agency-Department of Education, Washington, DC.

Pub Date-81

Note-29p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Black Colleges, College Desegregation, College Programs, College Students, Declining Enrollment, *Education Majors, Employment Opportunities, Enrollment Trends, Higher Education, Institutional Research, Needs Assessment, *Preservice Teacher Education, Program Evaluation, Student Attrition, *Teacher Supply and Demand

Identifiers-*Barber Scotia College NC

The need to continue or renew the Teacher Certificate Program at Barber-Scotia College was examined. Data are presented on student enrollments in the education programs during 1977-1980 by subject area and sophomore, junior, and senior classification. Although student enrollment declines were found in education programs at the college, an evaluation of 1977, 1979, and 1981 graduates appeared to indicate that the education program provided more career opportunities than other major courses at the college. According to the Education Division Head, the only major reason affecting student attrition was a requirement that a grade point average of 2.50 be maintained. Other possible reasons for poor performance of education majors may include undertaking too many credit hours in a semester and not enough flexibility in the required core courses. Based on the findings, it is recommended that education programs at the college be continued and a support program for education majors be established, including tutoring and remedial classes. It is noted that some southern colleges and universities are attempting to limit the enrollments in teacher education programs in response to a reported national surplus of teachers. It is proposed that such a limitation at a predominantly black college like Barber-Scotia may be unwise, and that the 1980 enrollment of 31 education students needs to be increased to the 1977 level of 74 students. In the attempt to increase student enrollments, the college's standards should be preserved. (SW)

ED 224 433 HE 015 762

Gough, J. E.

Deakin University: A New Beginning.

Pub Date-79
Note-7p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Admission Criteria, Adult Students, Articulation (Education), College Faculty, *College Programs, College Role, College Students, *Extension Education, External Degree Programs, Foreign Countries, *Higher Education, *Mergers, Open Enrollment
Identifiers-*Deakin University (Australia), Distance Education, *New Colleges

Information on Australia's Deakin University, incorporated in 1975 to absorb the Gordon Institute of Technology and the State College of Victoria, Geelong, is presented. Attention is directed to educational heritage, transition for students, schools and courses, enrollments, location, temporary sites, buildings, student facilities and organizations, student housing, student services, off-campus (external) studies, and staff appointments. Deakin initially was to include six schools (education, pure and applied sciences, engineering and architecture, social sciences, humanities, and business) and was to admit students who satisfied normal entry requirements, as well as capable and motivated adult students who did not meet the regular admission criteria. Although most students enrolled at the other two institutions were full-time, provision would be made for part-time students in some courses. One of Deakin's chief responsibilities that distinguished it from other Victorian universities was the provision of college courses for students who were unable to attend classes on campus. For these students, there would be first-level courses in the humanities/social science area. It was planned to offer advanced courses so that students could complete a Bachelor of Arts degree off campus, and to make available a conversation course for teacher inservice education. (SW)

ED 224 528 JC 830 003

Pipes, V. David

Evaluation of the Radiography Program at Caldwell Community College and Technical Institute Summer, 1982.

Caldwell Community Coll. and Technical Inst., Lenoir, N.C.

Pub Date-82

Note-60p.

Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Advisory Committees, College Graduates, Community Colleges, *Employer Attitudes, *Employment Patterns, Job Performance, Job Training, Personnel Evaluation, Program Evaluation, Questionnaires, *Radiographers, *Student Attitudes, *Teacher Attitudes, *Technical Education, Technical Institutes, Two Year Colleges, Vocational Followup

As part of a periodic evaluation of the occupational programs at Caldwell Community College and Technical Institute (CCC&TI), a study of the radiography program was conducted to collect information to facilitate planning, aid in program improvement, and meet accountability demands. The specific objectives of the program evaluation were to determine whether program objectives were being met; to measure student, instructor, and employer satisfaction with the program; and to inform the public of the outcomes of educational expenditures. Evaluation data were collected from 34 of the 66 graduates, 4 of the 31 early leavers, 12 of the 19 employers of graduates, and 8 of the 16 program advisory committee members who were surveyed, as well as from 10 student supervisors and instructors. Study findings revealed: (1) all students graduating after 1977 and 69% of those graduating earlier were employed in the field of radiography; (2) 89% of the recent graduates and 88% of the earlier graduates rated the radiography program as good or excellent; (3) 33% of the employers rated CCC&TI graduates as better than other schools' graduates; (4) the employers were most impressed with the graduates in the area of providing patient care, while graduates felt most confident in the area of professional ethics; and (6) specific program needs were identified in the areas of equipment, instructional and skill training, professional development and continuing education. The questionnaire and separate survey reports are appended. (HB)

ED 224 567 PS 013 233

Hilliard, Asa G., III
Strengths: African-American Children and Families.
City Univ. of New York, N.Y. City Coll. Workshop Center for Open Education.
Report No.-ISBN-0-918374-20-1
Pub Date-82
Note-25p.; Paper presented at the Annual Catherine Molony Memorial Lecture (New York, NY, May 8, 1982).
Available from-Workshop Center for Open Education, Room 4-200, North Academic Complex, City College, New York, NY 10031 ($3.00).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Black Culture, *Blacks, *Cultural Background, Group Unity, *Parent Role, Racial Discrimination, *Reference Groups, Stress Variables
Identifiers-Culture Transmission, *Oppression, Parenting

It is generally true that when people are deprived of their own cultural forms and are coerced into adopting the cultural forms of others, disorder, stress, and even disability will occur. Conversely, the basic strength of any people results from their experience of historical and cultural continuity. The strengths of African-American children and families are to be found in their participation as members of a distinct cultural group. African-American culture, like all others, functions as a basis for the group's mobilization to work in its own behalf and provides for group identity, purpose, and direction. African-American children and families are strong when they feel themselves part of something much larger than themselves. Although such strength is not recognized in the typical speculations and research of academics, nor in the distortions of television sitcoms and media fantasy, overwhelming evidence of strength in African-American children and families exists and can be seen, for example, in strong work orientation, achievement motivation, and kinship ties. Remedies for low performance among African-Americans are the same remedies other groups employ and enjoy; where group identity exists, the strengths of children and families will be manifest. (RH)

ED 224 587 PS 013 256

Waksman, Steven A. Messmer, Cooki Landis

Social Skills Training: A Manual for Teaching Assertive Behaviors to Children and Adolescents.

Pub Date-79

Note-34p.

Available from-Enrichment Press, P.O. Box 81, Portland, OR 97207 (Paper, $10.00, plus $1.50 postage and handling).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Adolescents, *Assertiveness, Children, *Interpersonal Competence, *Skill Development, Training

Providing a program for teaching assertive behavior and social skills to adolescents, this manual contains specific instructions, activities, worksheets, and homework assignments. (Assertive behavior is typically distinguished from both passive behavior and aggressive behavior and is believed to be a component of effective social and psychological functioning.) The activities and procedures offered are organized into materials for 12 sessions and are presented in a manner intended to facilitate their use by teachers, counselors, social workers, or psychologists working with groups of children. Although designed for adolescents, the activities may be modified for younger children. Procedures have been field-tested in various settings and have been shown to enhance children's assertive skills, self-descriptions, and sense of responsibility. Experience in conducting the assertiveness program indicates that 45-minute sessions held twice a week are appropriate. It is important to note that teachers or counselors who know little about assertion training principles should obtain training before attempting to implement these procedures and, of equal importance, obtain the services of a consultant who will act as a resource person while the course is conducted. A set of 40 additional assertion training activities, based on situations involving requests and refusals, is appended. (RH)

Drummond, Robert J. Fountain, Cheryl

Oral Communication Project, Hastings Teacher Corps. An Evaluation Report.

Spons Agency-Department of Education, Washington, D.C. Teacher Corps.
Pub Date-82
Note-47p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Achievement, *Class Activities, Classroom Observation Techniques, Comparative Analysis, Curriculum Enrichment, Elementary Education, *Inservice Teacher Education, *Institutes (Training Programs), Low Income Groups, *Migrant Children, Rural Schools, *Skill Development, *Speech Communication, Teacher Effectiveness
Identifiers-Florida, *Hastings Teacher Corps Project FL

The evaluation examined whether there was a difference in the achievement in four dimensions of communications skills (content, organization, language usage, and delivery) of students of eight K-6 teachers attending a 2-week summer institute and nine 1-6 teachers attending four inservice sessions, and whether there was a correlation between grade level and dimensions of communication skills emphasized. The institute and inservice sessions were developed to aid teachers in the Hastings schools, located in a rural agricultural area of northeast Florida, in improving the oral communication skills of the primarily migrant students and children from low socioeconomic families. Teachers attending the institute rated the oral communication skills of 138 students and 142 students were rated by teachers attending the inservice sessions. Pre- and post-tests examined student performance. A time series design checked the correlation between grade levels. Grade levels were compared weekly. An onsite observation of the methods and approaches used by the teachers was conducted. A weekly checklist identified the type of oral communication curriculum activities used during the week and the number of times certain speaking/listening dimensions were used. Results indicated a statistically significant improvement in student performance; students of teachers attending the institute showed more gain; and teachers used different patterns of oral communication activities. (NQA)

ED 224 643 RC 013 697

Benally, Louise And Others

Ch'al Dinek'ehji saad bee'al'ini bini'doonish: dadiits'a'igii doo dabizhi'igii (Frog: Navajo Languages Workbook. Sounds and Symbols).

Native American Materials Development Center, Albuquerque, NM.

Spons Agency-Ramah Navajo School Board, N. Mex.

Report No.-ISBN-0-86591-013-8

Pub Date-Mar 81

Note-123p.; For related documents, see RC 013 696-703.

Available from-Native American Materials Development Center, 407 Rio Grande Blvd, N.W., Albuquerque, NM 87104 ($3.50 each or $25.00 per set).

Language-Navajo

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*American Indian Education, *Beginning Reading, Directed Reading Activity, *Language Experience Approach, *Navajo, Phoneme Grapheme Correspondence, *Phonics, Primary Education, Reading Instruction, Reading Programs, Workbooks, *Writing Exercises

Identifiers-*Oral Learning

Part of the first book series of Ch'al,'' the word workbook written in the Navajo language provides supplementary activities to the reading program. Illustrations are in reference to the 11 sound/symbol associations in the Navajo language introduced in the reader-workbook. Illustrated objects are captioned in the Navajo language using diacritical markings (accent marks, slash 1). Space for writing consonants, and vowels used in the Navajo language and Navajo words are provided. This workbook should be used in conjunction with the Ch'al'' teacher's guide and reader-workbook. (ERB)

ED 224 662 RC 013 716

Rodriguez, Ana Maria
Empirically Defining Competencies for Effective Bilingual Teachers: A Preliminary Study. Bilingual Education Paper Series, Vol. 3, No. 12.
California State Univ., Los Angeles. Evaluation, Dissemination and Assessment Center.
Spons Agency-Office of Bilingual Education and Minority Languages Affairs (ED), Washington, D.C.
Pub Date-Jul 80
Note-36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-13, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Behavior Rating Scales, *Bilingual Teachers, Communication Skills, Comparative Analysis, Cultural Awareness, Elementary School Teachers, Ethnicity, Interviews, Job Performance, *Mexican Americans, *Personality Traits, Self Esteem, Spanish Speaking, Teacher Characteristics, Teacher Education, *Teacher Effectiveness, *Teacher Evaluation
Identifiers-Behavioral Event Analysis

Generic and causal competencies for effective elementary bilingual teachers have been defined through this study. Data have been collected with an operant interviewing method termed the Behavioral Event Analysis (BEA). The BEA was developed at Harvard for the purpose of identifying competencies for effective job performance. In this study, 20 bilingual teachers were interviewed to differentiate those competencies demonstrated by superior'' bilingual teachers, compared to those of other bilingual teachers. Detailed descriptions of successful episodes and less successful episodes were elicited from the subjects. Behavioral episodes encompass the teachers' perceptions, thoughts, acts, feelings, and conclusions. A content analysis of interview transcriptions has yielded a set of competency clusters, which along with their accompanying sub-categories, reveal the following characteristics for effective bilingual teachers: sociocultural knowledge, positive regard, non-authoritarianism, pedogogic flexibility, self-confidence, and communication skills. Given further validation of these competencies, teacher-educators can more adequately select potentially effective bilingual teachers, prepare effective bilingual teachers and develop relevant teacher preparation curricula. (Author)

ED 224 702 SE 039 822

McClelland, Michael J. Longe, Karen M.

Organizing An Energy Education Event.

Michigan State Dept. of Commerce, Lansing.

Pub Date- 82

Note-16p.

Pub Type- Guides - General (050)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Conservation Education, *Energy Conservation, Environmental Education, Guidelines, *Program Design, *Program Development

Identifiers-*Energy Education, Michigan

Eight steps for organizing an energy education event are outlined in this document. These steps include: (1) forming an organizing team; (2) assessing needs; (3) setting goals and objectives; (4) locating resources; (5) developing strategies; (6) implementing a plan; (7) evaluating a plan; and (8) planning for the future. The major focus in the steps is on tailoring efforts to fit the local community's needs and interests, since local communities not only consume energy but also have the most to say in how it is consumed. A short list of resources available in Michigan and bibliography are included. The document was prepared to help develop energy education activities for A Day to Conserve and Renew Energy (C.A.R.E.), an event sponsored by the Energy Administration, Michigan Department of Commerce. (Author/JN)

ED 224 762 SO 014 442

Thompson, Kenneth H.

The Voting Rights Act and Black Electoral Participation.

Joint Center for Political Studies, Washington, D.C.

Spons Agency-Carnegie Corp. of New York, N.Y.; Field Foundation, New York, N.Y.; Rockefeller Bros. Fund, New York, N.Y.

Report No.-ISBN-0-941410-24-2

Pub Date-82

Note-53p.; Some figures may not reproduce clearly due to small and light print type.

Available from-Joint Center for Political Studies, 1301 Pennsylvania Ave., NW, Suite 400, Washington, DC 20004 ($4.95).

Pub Type- Information Analyses (070) - Legal/Legislative/Regulatory Materials (090)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-*Blacks, *Citizen Participation, Civil Rights Legislation, Comparative Analysis, Court Litigation, Elections, Futures (of Society), Geographic Regions, Racial Discrimination, Social Science Research, Trend Analysis, *Voter Registration, *Voting, Voting Rights

Identifiers-*Voting Rights Act 1965

An analysis of Census Bureau data on registration and voting by black citizens over the past two decades shows the positive influence of the 1965 Voting Rights Act on electoral participation. After the passage of the act, there was more than a 50% increase in the number of black registered voters. Of black and white citizens participating in the last five presidential elections, southern blacks are the only group to report a net gain in level of participation between 1964 and 1980. There has also been a tenfold increase in the number of blacks elected as officeholders. However, this does not mean that blacks have achieved equal access to elective office. For example, it is difficult for black voters to elect officials from their communities. Data from the Justice Department's Voting Rights Division shows that a pattern of white resistance to blacks exercising their voting rights still remains strong in the South. Impediments, such as vote dilution issues, will remain salient in coming years. In the future, the consequences of the adoption by Congress of either a result'' or an intent'' test in cases brought under section 2 of the act will have an impact on the equal access of minorities to political participation. (RM)

ED 224 352 HE 015 502

Boyan, Douglas R., Ed.

Profiles: The Foreign Student in the United States.

Institute of International Education, New York, N.Y.
Report No.-ISBN-87206-111-6
Pub Date-81
Note-184p.
Available from-Institute of International Education, 809 United Nations Plaza, New York, NY 10012 ($22.95).
Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Age Groups, Associate Degrees, Bachelors Degrees, *College Students, Comparative Analysis, *Foreign Countries, *Foreign Students, *Geographic Regions, Graduate Students, Higher Education, *Majors (Students), Masters Degrees, National Surveys, School Surveys, Sex, *Student Characteristics, Undergraduate Students

Results of a 1979-1980 survey of foreign students in the United States are presented. The survey, which accompanied the Annual Census of Foreign Students in the United States, studied country of origin, field of study, academic level, sex, and age of foreign students. Of the 2,651 institutions that reported foreign students, 1,961 or 74 percent provided the additional data, reporting on 160,840 individual students. The data indicate a pattern of growth in the foreign student population. The distribution and age/sex of these students, along with information on students from leading countries within each world region since 1949-1950, are detailed. Data on the field of study choices by foreign students and their academic levels indicate that engineering and engineering technologies were chosen by 25 percent of all students, compared to business and management (15.9 percent), social science (9.1 percent), or natural and life sciences (8.3 percent). Forty-five percent of the sample were enrolled in bachelor's degree programs, while 35.9 percent were in graduate programs, 13 percent in associate degree programs, and 6 percent in nondegree programs. The overall ratio of men to women among foreign students was 73.4 to 26.6 percent, and 40 percent of the sample were 22 years old or younger. Appended materials include a comparison of numbers of students found by the additional survey and the Annual Census, a list of responding institutions, field of study and country taxonomies, and a questionnaire. (SW)

Brown, Charles I. Donovan, Dolores M.

White Faculty at Historically Black Institutions: A Pilot Study.

Pub Date-Apr 80
Note-22p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University. The paper was also presented at the Annual Forum of the Association for Institutional Research (20th, Atlanta, GA, April 27-May 1, 1980).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Black Colleges, *College Desegregation, College Environment, College Faculty, Comparative Analysis, Educational Background, *Faculty Integration, Higher Education, *Job Satisfaction, Racial Relations, *Teacher Attitudes, Teacher Characteristics, Teaching Experience, *Whites
Identifiers-*Fayetteville State University NC, Morehouse College GA

A profile of white faculty members at Fayetteville State University (FSU) was developed and compared with data on white teachers at Morehouse College, Atlanta, Georgia, a historically/predominantly black institution of similar size. The objective was to ascertain if the difference in cultural settings between the two colleges (small town vs. metropolitan area) influenced choice of employment, assessment of students, professional activities in addition to teaching, and desire to stay with present position. Based on questionnaire responses of 23 white FSU teachers (15 male and 8 female), it was found that the respondents were more likely to be married (57 percent), between 40-44 years old, doctorate degree holders (78 percent), employed full-time, and teaching within their area of specialization, and to have had 11.5 years of teaching experience, 8.1 years of which were at the undergraduate level. Prior to employment at FSU, the white teachers had attended school with black pupils/students (91.3 percent, elementary through graduate school), but were not likely to have been taught by black faculty (43 percent). The need for employment was the main reason for seeking employment at FSU, and most of the teachers were sufficiently rewarded by the position to consider teaching at historically/predominantly black colleges for the remainder of their careers (86 percent). Similarities were found in the reasons the white FSU and Morehouse faculty sought employment, their assessment of the caliber of students being taught, their publishing record, and level of job satisfaction. Lists of colleges attended by the respondents and their academic specialties are appended. (SW)

ED 224 400 HE 015 684

Ruin, Olof Lindensjo, Bo

U 68 A Study of the Origins of the Reform of Higher Education. R&D for Higher Education. Information on Research and Development for Higher Education. 1982:4.

National Swedish Board of Universities and Colleges, Stockholm. Research and Development Unit.

Pub Date-82

Note-13p.

Available from-National Board of Universities and Colleges, R&D Unit, P.O. Box 45501, S-104 30 Stockholm, Sweden.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Education, *Educational Change, Educational History, Federal Government, Foreign Countries, *Government Role, *Higher Education, *Long Range Planning, *Political Influences, Public Policy, Statewide Planning

Identifiers-*Sweden

A study of the evolution of the reform of Swedish higher education is summarized. The study focuses on the goals, dimensions, and organization of the change, discussed in the context of state intervention, public policy, planning, and authority in European higher education. Three theories of the development of higher education (interventionist, technocratic, and politicization) are provided. Various stages and elements in the evolution of the reform are chronicled: 1960s expansion, the 1968 Commission on Higher Education and its inquiry process, discussion of educational goals, enrollment limitations or distribution, reorganization, and the final adoption of reform. The actual reform is analyzed as a political process based on four dominant planning ideologies that have redefined and reinterpreted major goals. These ideologies are bureaucratic-administrative, economic-technocratic, political-corporative, and symbolic. A brief bibliography is included. (SW)

ED 224 451   HE 015 830

Melchiori, Gerlinda S.

Planning for Program Discontinuance: From Default to Design. AAHE-ERIC/Higher Education Research Report No. 5, 1982.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency-EXXON Education Foundation, New York, N.Y.; Michigan Univ., Ann Arbor.; National Inst. of Education (ED), Washington, DC.
Pub Date-82
Contract-400-77-0073
Note-58p.
Available from-American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($5.00, members; $6.50, nonmembers).
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Accountability, Board of Education Policy, College Administration, *College Planning, *College Programs, *Curriculum Evaluation, Departments, Economic Factors, Evaluation Criteria, Higher Education, Needs Assessment, Organizational Climate, Policy Formation, *Program Evaluation, Resource Allocation, *Retrenchment, State Boards of Education, *State Colleges
Identifiers-*Program Discontinuance

The origin and extent of program reduction and discontinuance at colleges and universities, the elements of program review, and a framework for developing long-range organizational planning are considered. Program discontinuance refers to the merger of related programs, the elimination of certain degrees or programs within departments, and the closing of entire departments. Attention is directed to discontinuance initiated by state higher education agencies, institutions, and individual schools and colleges. Most of the information for the analysis is based on case studies and research on large public institutions and state higher education agencies; a survey of 46 state agencies also revealed that a nucleus of 26 states are initiating or recommending terminations. Additionally, a literature review considers society at large and the psychology of decline and policy formation, especially policies of termination. The following steps of program review are examined: initiating program discontinuance; the review process itself, including the selection of models and evaluation criteria; the decision-making step; and implementation of the decision and assessment of impacts on students, faculty, academic programs, and institutional budgets and organizational behavior. It is proposed that the institution needs: policies, data, and personnel to design strategies for program discontinuance; review teams and a continuous review process; sunset provisions (i.e., a stipulation calling for periodic program evaluation); and provisions for incentives and rewards at various stages in the discontinuance process. A bibliography is appended. (SW)

ED 224 490 IR 050 031

Dalton, Phyllis I., Comp.

Libraries in the United States and the International Year of Disabled Persons: Highlights of the Year 1981.

American Library Association, Chicago, Ill.
Pub Date-82
Note-19p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Accessibility (for Disabled), Cultural Awareness, *Disabilities, Library Cooperation, Library Extension, Library Materials, Library Personnel, Library Planning, *Library Services
Identifiers-*International Year of Disabled Persons, United States

In response to the United Nations' declaration of 1981 as the International Year of Disabled Persons (IYDP), the Association of Specialized and Cooperative Library Agencies (ASCLA) of the American Library Association (ALA) set up an IYDP committee to carry out the objectives of the year. This document, based on state library reports and other materials received by the IYDP committee throughout 1981, outlines U.S. library activities designed to improve service to persons with disabilities and encourage their full participation in society. Library activities are highlighted in the following areas: (1) promoting awareness of the needs of the disabled; (2) providing access to buildings and programs for the disabled; (3) cooperating with a variety of agencies to produce workshops, conferences, and seminars for and about the disabled; (4) training present and incoming personnel in working with the disabled; (5) increasing employment of disabled persons in libraries; (6) acquiring more library resources for the disabled; and (7) expanding library services for the disabled. Information on IYDP committee members and actions during 1981 is also provided. The report concludes with a discussion of the continuation of library activities for the disabled in 1982, which has been designated the U.S. National Year of Disabled Persons (NYDP). (Author/ESR)

ED 224 682 RC 013 743

Utah Migrant Education. Annual Evaluation Report, FY 1982.

Utah State Dept. of Public Instruction, Salt Lake City.
Spons Agency-Office of Elementary and Secondary Education (ED), Washington, DC. Migrant Education Programs.
Pub Date-82
Note-72p.; For related documents, see ED 197 925 and ED 211 316.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, Achievement Gains, Agency Cooperation, Elementary Secondary Education, Inservice Teacher Education, *Migrant Education, *Migrant Problems, *Parent Participation, *Program Effectiveness, Records (Forms), *State Programs, *Summer Programs
Identifiers-ESEA Title I Migrant Programs, Migrant Student Record Transfer System, Parent Advisory Councils, *Utah

In 1982, Utah's migrant education program provided educational and support services to 559 K-12 migrant students in 10 six-to-eight-week summer migrant school projects. Instructional programs included reading, math, language arts, ESL (English as a Second Language), cultural awareness, physical education/recreation, career awareness, vocational awareness, and field trips. Utah's goal of a 2-month average gain by 75% of the students was accomplished by 88% in reading, 63% in spelling, and 63% in math. School transportation, a food program, and health screening were also provided. Migrant staffs received inservice training on how to present basic skills in a fun way, and yet meet the children's basic educational requirements. The Migrant Student Record Transfer System (MSRTS) was stressed as an important program component and training was conducted as needed. Parent involvement in the program's planning, evaluation, and operation was emphasized. Seven directors received training on the organization and implementation of parent advisory councils. Inservice training for parents included a reading awareness program. Since parents present could neither read nor write, a special picture/sound presentation was made on how to help their children feel at home with books. This program met with great success and will be implemented, by request, during FY 1983. (NQA)

SE

ED 224 470 IR 010 522

Anderson, Courtney W. And Others

Inter-Institutional Cooperation for Effective Teleconferencing.

Pub Date-Mar 82

Note-9p.; Paper presented at the Issues in Higher Education Conference (Atlanta, GA, March 1982). For related documents, see ED 223 214 and IR 010 521-523.

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Delivery Systems, *Health Education, Information Networks, *Institutional Cooperation, *Marketing, Professional Continuing Education, *Program Development, Program Implementation, *Shared Services, Telecommunications, *Teleconferencing

Identifiers-Distance Teaching, South Dakota, User Needs

The South Dakota Medical Information Exchange (SDMIX) is a statewide telephone teleconferencing network which was established to provide continuing health education programs to a variety of institutions and facilities in South Dakota. The project's success is predicated on the establishment and maintenance of inter-institutional coordination and cooperation. An institution needs to first gain internal cooperation, establish internal goals for the project, and decide upon control issues. Then, internal marketing can be developed and instituted within the parent institution. Once this has been accomplished, inter-institutional cooperation for the implementation of a teleconferencing network can begin. Such cooperation should be predicated upon establishing common goals, identifying those who can make decisions to implement the network, and effective marketing. By establishing the effective inter-institutional coordination and cooperation, the SDMIX project has been able to deliver continuing education programs relevant to the needs of the state's health care providers. (Author/LMM)

ED 224 510 JC 820 549

McIntyre, Chuck
Contingency Fee Plan.
California Community Colleges, Sacramento. Office of the Chancellor.
Pub Date-Dec 82
Note-47p.; Report prepared for discussion at the meeting of the Board of Governors of the California Community Colleges (San Francisco, CA, December 9-10, 1982).
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Access to Education, College Planning, *Community Colleges, Educational Finance, *Educational Policy, Fees, *Financial Problems, *Statewide Planning, Student Costs, *Student Financial Aid, *Tuition, Two Year Colleges
Identifiers-*California Community Colleges

A contingency fee plan proposed for discussion and adoption by the Board of Governors of the California Community Colleges is presented, followed by a detailed discussion of the plan and its implications. Both the plan and discussion cover: (1) a reaffirmation of the Board's opposition to tuition and general fees; (2) an emphasis on the need for increased financial aid to maintain student access to the community college and a discussion of the mechanisms for distributing aid in the event that fees become necessary; (3) an acknowledgement of the gravity of the current fiscal crisis and a discussion of its potential effect on the community colleges; (4) an examination of the implications of general or emergency fee increases in terms of enrollment losses and ways of off-setting these losses through increased financial aid; (5) an assessment of the possibility of charging for courses taken for personal interest as a way of imposing new fees; and (6) a recommendation that if an emergency fee becomes necessary it should be limited and uniform across all community colleges and that it be accompanied by financial aid for those who cannot afford the fee. Appendices provide data tables showing changes in the cost of living, personal earnings, and student financial aid from 1976 to 1981 and discussions of the estimated impact of fee alternatives, elements of the current financial crisis, and existing student fees in California community colleges. (HB)

ED 224 722 SE 039 851

Groves, Carrie J.
Water, Ohio's Remarkable Resource.
Ohio State Dept. of Natural Resources, Columbus.
Pub Date-82
Note-32p.; Subtitle: Principal Streams in Ohio.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Agency Role, Agriculture, Ecology, *Environmental Education, Industry, *Public Agencies, Science Education, State Agencies, Transportation, Utilities, *Water, Water Pollution, *Water Resources
Identifiers-*Ohio

Information on water and water resources in Ohio is presented in seven sections. Water from Ohio streams, water storage, lakes in Ohio, and ground water are discussed in the first section (Water, A Part of the Earth''). A brief discussion on the ecosystem is provided in the second section (Water and Life''). Topics discussed in the third section (Water in Use'') include: agriculture, irrigation and rainfall, home use, water for cities, electricity, water for industry, transportation by water, and recreation and wildlife. Activities of governmental agencies responsible for water management are outlined in the fourth section (Water and Government''). These agencies include Ohio Department of Natural Resources, Ohio Environmental Protection Agency, U.S. Geological Survey, and others. Water problems are discussed in the fifth section. These problems include water shortage/abundance, pollution, floods, agricultural drainage, urban drainage, and sedimentation. Comments on water management and a short list of vocabulary words related to water (with definitions) are provided in the sixth and seventh sections respectively. Text material is supplemented by photographs, drawings, and several easy to read graphs. (JN)

ED 224 742 SO 014 403

Darity, William, Jr.

The Fate of the Underclass in the Managerial Age: The Law of the Progressive Elimination of Surplus Population.

Pub Date-Sep 82

Note-31p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September, 1982).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Abortions, Black Population Trends, Blacks, Capitalism, *Economic Change, Economic Status, Family Planning, Futures (of Society), Industrialization, *Lower Class, Minority Groups, Overpopulation, Prediction, Social Class, Social Discrimination, Socioeconomic Status, *Technological Advancement, Unemployment, Unskilled Workers, Working Class

Identifiers-Eugenics, *Managerial Class, *Population Control

With a change in emphasis of our economy from heavy industry, such as steel, to a computer and electronics base, there has emerged a new managerial class of professionals in administrative and technical positions. The underlying motivation of this class is not the pursuit of profit, but rather control of the economy and establishment of a perfect society, eliminating the wealthy capitalists and the poor and unemployed. During the height of industrialism, there was a surplus population of unemployed who were necessary to supply labor during expansion or to replace unproductive workers. Population control was considered at that time, but the poor were deemed necessary. In the new managerial society, the poor are a burden, and because so many blacks are poor and/or unemployed, they are particularly vulnerable to elimination by way of gradual population control, or the Law of the Progressive Elimination of Surplus Population. This population control would take several forms: (1) use of the underclass for sociological and scientific experiments; (2) mandatory sterilization of undesirables; (3) mandatory participation in family planning programs; and (4) easier availability of abortions for the underclass. It was also noted that other groups could become endangered species in the managerial society, such as those with mental, physical, and emotional disabilities, and minority races. (BY)

ED 224 783 SP 021 534

Safrit, Margaret J. Wood, Terence M.

The Use of Motor Ability Tests to Achieve Sex-Fair Ability Groupings.

Spons Agency-Illinois State Board of Education, Springfield.

Pub Date-Aug 81

Note-19p.; Paper presented at the Physical Education Ability Grouping and Performance Evaluation Symposium (Ottawa, IL, August 13-14, 1981). For related document, see ED 222 490.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Ability Grouping, Ability Identification, Classification, Coeducation, Individual Differences, Muscular Strength, *Performance Tests, *Physical Education, Physical Fitness, Psychomotor Objectives, *Psychomotor Skills, Secondary Education, *Sex Fairness, Test Construction, Testing, *Test Validity

The use of motor ability tests to achieve sex-fair ability groups should be considered from three standpoints task specificity, sex differences, and individual learning differences. Motor ability is frequently described as an individual's present ability to perform motor skills. Although several motor ability tests have been constructed for secondary students, many of the tests were separate and gender-specific. The appropriateness of the experimental design, statistics, and methodology employed in the construction of many of these tests is questionable. Several factors mitigate against the use of ability tests for classification purposes. One is the theory that abilities are task specific rather than general in nature. A second factor is the basic gender differences that currently exist on certain dimensions of motor performance, primarily strength and endurance. These differences would probably lead to differences in motor ability test scores and to ability grouping by sex. Differences in rate and amount of student learning reduce the value of classifying students into discrete groups according to natural ability. Motor ability tests have limited value in the classification of secondary students and are not suitable for delineating sex-fair ability groups. (Authors/JD)

ED 224 821 TM 830 003

Borkow, Nancy

Analysis of Test Score Trends: Implications for Secondary School Policy A Caution to Secondary School Administrators.

National Inst. of Education (ED), Washington, DC. Teaching and Learning Program.

Pub Date-Sep 82

Note-15p.

Pub Type- Information Analyses (070) - Opinion Papers (120)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Administrators, Basic Skills, Curriculum Evaluation, *Curriculum Problems, *Educational Trends, High Schools, *School Policy, *Scores, *Secondary School Curriculum, Trend Analysis

Identifiers-*Data Interpretation, *Test Score Decline

This report challenges a major interpretation of test data and cautions against decision-making without first considering alternative interpretations. A review of test score trends over the past 15 years indicates that compensatory education programs (competency-based education, minimum competency testing, etc.) have had a positive impact and that the back-to-basics movement is primarily responsible. The review also indicates that courses for the above-average high school student are being adversely effected by a too-narrow curriculum emphasis on basics. The better students are showing the greatest score declines, and, in tests of high order skills, all students, even the brightest ones, continue to show a downward trend. According to current test score trends, tomorrow's students with a more solid foundation in basic skills will be prepared to face an academically challenging curriculum, but the schools may be unprepared to provide it. Another consideration is the effect of current policy on the school system itself. If the same kinds of curriculum changes continue to be implemented, public high schools may inadvertently put themselves out of business. They may reduce their academic standards so drastically that they will no longer be viewed as credible educational institutions. (Author/PN)

ED 224 842 TM 830 041

Williams, Richard C. Bank, Adrianne

Managing Testing, Evaluation and Instruction in School Districts: Organizational Perspectives. Evaluation Design Project.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Nov 82
Grant-NIE-G-80-0112
Note-39p.
Pub Type- Information Analyses (070) - Guides - Non-Classroom (055)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Administrator Responsibility, Decision Making, Elementary Secondary Education, *Evaluation Methods, *Instructional Improvement, *Organizational Effectiveness, *School Districts, Testing, *Test Use
Identifiers-*Evaluation Utilization

This paper discusses those generic features of school districts as complex organizations which inhibit district coordination of testing, evaluation and instruction. It is based on a selective literature review and four theoretical papers covering (1) school district decision making, (2) the institutional structure of school districts, (3) role conflict among research and development directors, and (4) the schism dividing achievement monitoring from analytic evaluation. Analysis of these field study data revealed the salient characteristics of school districts as complex organizations and the implications these attributes have for the focus of this research. The sections are organized as follows: introduction; generic factors which inhibit district linkage of testing, evaluation, and instruction; situation-specific conditions which can override those generic factors; variations observed among the school districts; and conclusions that may be helpful to district managers wanting to develop management strategies to coordinate their own testing, evaluation and instruction operations. (Author/PN)

ED 224 333 FL 013 376

Swope, William M. And Others

Cost/Benefit Evaluation of Three English Language Training Programs for Potential Navy Use.

Naval Training Analysis and Evaluation Group, Orlando, Fla.
Report No.-TAEG-TR-134
Pub Date-Oct 82
Note-48p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Armed Forces, *Cost Effectiveness, *English (Second Language), *Hispanic Americans, Language Skills, *Military Personnel, Military Training, Program Effectiveness, Program Evaluation, Second Language Programs

As part of its plans to recruit Hispanic personnel who speak English as a second language, the U.S. Navy will have to provide English language training as well as technical training to prepare these personnel for fleet duty. A cost/benefit analysis was conducted of three English language training programs: the English Technical Language School (ETLS) operated by the Puerto Rico National Guard, the Defense Language Institute (DLI) English Language Center at Lackland Air Force Base, Texas, and the Navy Verbal Skills Curriculum (VSC) implemented at the Recruit Training Command in Orlando, Florida. Program descriptions, test scores of recruits participating in each program, and cost data are presented. In addition, 14 alternative training tracks utilizing combinations of the three programs are discussed. In considering the feasibility of these tracks, five non-cost factors must be considered: program length, capacity, location, flexibility, and Navy participation. The three programs were found to be similar in both effectiveness and cost. The ETLS program is best suited for recruits with a moderate level of English skills, while the DLI program can handle recruits with a wider variety of skill levels. The VSC program has a limited capacity but is under Navy control. Recommendations are made regarding testing and placement of Hispanic recruits in English training programs. (RW)

ED 224 417 HE 015 738

Karadima, Oscar
Anomie and the Brain Drain'': A Sociological Explanation.
Pub Date-Nov 82
Note-45p.
Pub Type- Information Analyses (070)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Alienation, Apathy, Developed Nations, Developing Nations, Economic Development, Foreign Countries, Foreign Nationals, Higher Education, Immigrants, Life Satisfaction, Living Standards, Migration, *Negative Attitudes, Occupational Aspiration, *Occupational Mobility, *Overseas Employment, *Professional Personnel, Scientists, Study Abroad, *Technological Advancement, Work Attitudes
Identifiers-*Anomie Theory, *Brain Drain

The concept of anomie is proposed as one sociological variable that may explain the brain drain'' phenomenon (i.e., the movement of highly qualified personnel from their country of origin to another, most often a more developed, technologically advanced country). It is hypothesized that the higher the level of anomie found among professionally trained individuals sharing the same success goals as the world scientific community and having innovative response, the greater the likelihood that they will leave their home country to work abroad. It is suggested that in order to test this thesis, one would need to measure anomie among professionals who have left their country of origin and who also have experienced difficulty in reaching their goals with the means available. Data are presented and studies are cited that pertain to the thesis of anomie and brain drain. A 1968 study of the utilization of highly qualified human resources in two Chilean cities that measured anomie using Srole's scale found that almost half of the professionals who were dissatisfied with their job performance and who lacked sufficient resources had also contemplated going abroad to find a better opportunity. The United States and Canada were the countries that attracted a great number of professional and technical workers from abroad. In addition, professionals who previously studied abroad later tended to leave their home country, and college students tended to perform well during their graduate studies in countries other than their own. The data indicate that (1) the number of students enrolled in higher education has been greater in technologically developed countries, and (2) expenditures for research and development have tended to be higher in the productive/industrial sector and the higher education sector in developed countries. (SW)

ED 224 548 JC 830 042

Spence, Helen P. Adams, Patricia N.

Family Day Care: Children Growing and Learning in a Home Environment.

Massachusetts Bay Community Coll., Wellesley. Div. of Continuing Education and Community Services.
Spons Agency-Massachusetts State Board of Higher Education, Boston.
Pub Date- 80
Note-99p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Business Administration, *Child Caregivers, *Child Development, Community Colleges, Discipline, *Family Day Care, *Family Environment, *Learning Activities, Nutrition, Play, Resource Materials, Two Year Colleges
Identifiers-*Massachusetts, *Parent Caregiver Relationship

Compiled as a result of Massachusetts Bay Community College's Family Day Care Training Program, this handbook includes suggestions, quotations, and information provided by program completers. First, the handbook defines family day care as the care of one to six children, including the provider's own, in a private residence during all or part of the day. Subsequent sections cover: (1) the significance of day care for children, parents, and providers; (2) ways of preparing oneself and one's family to undertake family day care; (3) the regulation of family day care in Massachusetts; (4) the importance of developing open and trusting relationships with parents; (5) the developmental needs and characteristics of infants, toddlers, preschoolers, and early school age children and the role of the provider in child development; (6) activities for specific age groups, including directions and information on needed materials; (7) techniques for managing child behavior; (8) the importance of the home as a nurturing, stimulating environment; (9) ways to plan a daily schedule; (10) children's nutritional needs and suggested menus; (11) record keeping and business practices related to income taxes, expenses, insurance, and advertising; and (12) community resources to be used by providers, parents, and children. The last three sections recommend books, list sources of learning materials, and suggest where free or inexpensive materials can be obtained. (DAB)

ED 224 568 PS 013 234

Provence, Sally, Ed.

Zero to Three: Bulletin of the National Center for Clinical Infant Programs. Volume II, No. 1 - Volume III, No. 1.

National Center for Clinical Infant Programs, Washington, DC.
Pub Date-Oct 82
Note-81p.
Available from-National Center for Clinical Infant Programs, 733 15th Street, N.W., Suite 912, Washington, DC 20005 ($2.50 per issue; back issues also available).
Journal Cit-Zero to Three: Bulletin of the National Center for Clinical Infant Programs; v2 n1-4 Sep, Dec, Mar, Jun 1981-82 v3 n1 Oct 1982
Pub Type- Collected Works - Serials (022)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Attachment Behavior, Behavior Problems, Bulletins, Child Abuse, *Child Development, Early Parenthood, Family Environment, *High Risk Persons, *Infants, *Institutes (Training Programs), Intervention, Neonates, *Nursing, Pediatrics, *Research Methodology, Therapy
Identifiers-Brazelton Neonatal Behavioral Assessment Scale, Parenting, Psychosocial Development

Five issues of the bulletin Zero To Three'' are collected here. The first issue features a discussion by T. Berry Brazelton of assessment as a method for enhancing infant development. The second excerpts materials from Stanley I. Greenspan's book Psychopathology and Adaptation in Infancy and Early Childhood.'' The excerpt describes phase-specific disorders of infants 12 through 18 months of age, offers guidelines for therapeutic intervention, and presents a clinical illustration taken from the same book. The third bulletin of the series reports on the second training institute of the National Center for Clinical Infant Programs, which focused on the first 18 months of infant development. The fourth issue discusses maternal and child health nursing with regard to service, research, and training. The fifth publication in the series describes facet theory, an approach to research in child development and child psychiatry. Other articles in the series (1) describe attempts to reduce the incidence of child maltreatment and to describe paraverbal therapy with adolescent mothers and their children, (2) discuss training the pediatrician in the psychosocial aspects of child health, and (3) present case reports of two parents' voluntary relinquishment of their child and an intervention designed to remove obstacles to attachment between an adolescent mother and her baby. (RH)

ED 224 588 PS 013 257

Waldstein, Arnold, Ed. And Others

Issues in Neonatal Care.

North Carolina Univ., Chapel Hill. Technical Assistance Development System.; Western States Technical Assistance Resource, Monmouth, Oreg.
Spons Agency-Special Education Programs (ED/OSERS), Washington, DC.
Pub Date-Sep 82
Contract-300-80-0753
Note-157p.
Available from-TADS, University of North Carolina, 500 NCNB Plaza, Chapel Hill, NC 27514 (Paper, $5.50).
Pub Type- Books (010) - Guides - Non-Classroom (055) - Opinion Papers (120)
EDRS Price - MF01/PC07 Plus Postage.
Descriptors-Attachment Behavior, *Child Development Specialists, Communication Skills, Consultation Programs, Family Programs, Guidelines, *Health Services, *High Risk Persons, Hospitalized Children, *Individual Needs, *Intervention, *Neonates, Parent Child Relationship, Premature Infants, Siblings, Stress Variables, Teacher Role, Testing
Identifiers-Brazelton Neonatal Behavioral Assessment Scale, *Intensive Care Units, Synaction

This collection of articles evolved from papers presented and issues discussed at a workshop entitled The Health Care/Education Relationship: Services for Infants with Special Needs and Their Families,'' held in March, 1981, for members of the Handicapped Children's Early Education Program (HCEEP) network. During that workshop, staff from many HCEEP projects involved with neonates and their families came together to share information regarding the problems and developments of professionals in health care environments. Grouped into the larger categories of assessment, intervention, and family support, chapters provide information on significant and innovative practices currently being used and tested in the field of neonatal care. Part 1 includes papers by leading researchers in the field, including Brazelton, Als, and Duffy. Part 2 focuses on the evolving role of the infant developmental specialist. Part 3 includes papers which discuss innovative approaches to fostering positive interactions between professionals and the families of hospitalized infants. (RH)

ED 224 607 PS 013 284

Bond, James T. And Others

Project Developmental Continuity Evaluation: Final Report. Appendices to Volume I.

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C.
Pub Date-Sep 82
Contract-HEW-105-78-1307
Note-423p.; For related documents, see PS 013 283-285 aand PS 013 337.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-*Attrition (Research Studies), Data Analysis, *Data Collection, Early Childhood Education, *Federal Programs, Institutional Characteristics, Interviews, *Measures (Individuals), *Outcomes of Education, Parent Attitudes, Program Evaluation, Questionnaires, Student Attitudes, Tables (Data), Teacher Attitudes
Identifiers-Developmental Continuity, *Project Developmental Continuity, Project Head Start

This document provides the appendices for volume 1 of the final evaluation report of Project Developmental Continuity (PDC), a Head Start demonstration project initiated in 1974 to develop program models which enhance children's social competence by fostering developmental continuity from preschool through the early elementary grades.

Specifically, the nine appendices presented provide information about (1) conclusions and implications from the first phase of PDC's evaluation (from 1974 to 1978); (2) patterns of attrition over time in the children's sample, along with the consequences of these changes; (3) measurement of participating institutions' individual features; (4) the annual compliance and implementation level ratings by site, as summarized in tabular form; (5) data collection procedures; (6, 7, 8) measures employed to evaluate, respectively, PDC's impact on parents, teachers, and children; and (9) results from all the analyses, provided in tabular form. (MP)

ED 224 644 RC 013 698

Rosier, Helen Cody Benally, Louise

Ch'al Dine K'eji Naaltsoos wolta Boho'aa'igii (Frog: Navajo Language Reader-Workbook). Book 1.

Native American Materials Development Center, Albuquerque, NM.; Rock Point Community School, Ariz.
Spons Agency-Office of Education (DHEW), Washington, D.C.
Report No.-ISBN-0-86591-006-5
Pub Date-Jul 80
Note-85p.; For related documents, see RC 013 696-703.
Available from-Native American Materials Development Center, 407 Rio Grande Blvd, N.W., Albuquerque, NM 87104 ($3.50 each or $25.00 per set).
Language-Navajo
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*American Indian Education, *Beginning Reading, *Directed Reading Activity, *Language Experience Approach, *Navajo, Phoneme Grapheme Correspondence, *Phonics, Primary Education, Reading Instruction, Reading Programs

The student reader-workbook, third part of the Ch'al'' series, presents activities to be done orally or by writing. Pages of the workbook are divided into two or three frames; each activity for a given frame should be completed before moving on to the next frame. A total of 23 words (14 consonants and 15 vowels) in the Navajo language are introduced. All of the words except two verbs are single syllables. With each consonant and vowel introduced, illustrations of objects are included for the student to associate the symbol with the sound. Directions for using the reader-workbook are provided in the teacher's guide. (ERB)

ED 224 703 SE 039 823

Barlage, Elisabeth

The New Math. An Historical Account of the Reform of Mathematics Instruction in the United States of America.

Pub Date- 82

Note-177p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-Curriculum Development, *Educational Change, *Educational History, Educational Research, Elementary Secondary Education, *Mathematics Curriculum, *Mathematics Education, Mathematics Instruction, *Modern Mathematics

Identifiers-*Mathematics Education Research, *Mathematics History

The main objective of this document is to give an outline of the reform movement within mathematics education in the United States from 1951 until the late 1970's. The reform movement is divided into three phases which are distinguished by certain features common to events of the period. The material is divided into the following main chapter sections: (1) Causes of the Reform Movement; (2) The Beginning of Curriculum Reform (1951-1962); (3) The Zenith of the Curriculum Reform (1963-1971); (4) Decline of the New Math; and (5) General Survey of the Entire Reform. Descriptions are given of the main projects, conferences, and other selected events (such as the Sputnik shock''), various acts related to education, and reaction to the new mathematics.'' New goals were set and new methods of teaching mathematics were developed during the period. The movement should be viewed as an evolution rather than a revolution. The study closes with some thoughts regarding future directions for mathematics education. (MP)

ED 224 802 SP 021 673

Goodings, Richard, Ed. And Others
Changing Priorities in Teacher Education. The British Comparative Education Society.
Report No.-ISBN-0-89397-141-3
Pub Date-82
Note-227p.
Available from-Nichols Publishing Company, 155 West 72nd Street, New York, NY 10023 ($23.50).
Pub Type- Reports - Descriptive (141) - Books (010)
Document Not Available from EDRS.
Descriptors-Communism, Comparative Education, Developed Nations, Developing Nations, *Educational Assessment, Educational Change, *Educational Needs, *Educational Trends, *Foreign Countries, Higher Education, Needs Assessment, Physical Education Teachers, Schools of Education, Second Language Instruction, Social Change, *Teacher Education, *Teacher Education Curriculum

Problems and priorities in teacher education are discussed in this collection of writings, not only in relation to countries in the Western world, but also in developing countries and communist states. Section 1, Problems and Perspectives,'' presents articles on: (1) changing priorities in teacher education (William Taylor); (2) industrialized countries (Edmund King); (3) communist countries (Nigel Grant); and (4) developing countries (Service Farrant). The second section offers insights into Needs and Initiatives'' with writings on: (1) need to problematize educational knowledge (Robin Burns); and (2) implications for teacher training of conflicting models of community schooling (Linda Dove). Case studies are presented in the third section illustrating problems and solutions in teacher education in various parts of the world: (1) Belgium (John Owen); (2) British Columbia (Anne MacLaughlin and Peter Murphy); (3) Latin America (Pilar Aguilar and Gonzalo Retamal); (4) physical education in several countries (Michael Mawer); (5) England and France (Robert Weil); and (6) Great Britain (Keith Watson). (JD)

ED 224 384 HE 015 647

Carter, David G., Sr.

How to Increase Minority Participation in Educational Research and Development at Large Universities.

Pub Date- 80

Note-13p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University. The paper was also presented at the Annual Workshop on Educational Research and Minority Concerns (2nd).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*College Desegregation, *College Programs, Curriculum Development, Educational Objectives, *Educational Research, *Females, Financial Support, Graduate Study, Higher Education, *Minority Groups, *Researchers, Research Skills, Schools of Education, Undergraduate Study

Approaches to increasing minority group participation (women, Chicanos, Native Americans, and Blacks) in educational research and development at large universities are addressed. It is suggested that commitment by a college to increase minority participation in research should be indicated in its mission statement. One of the major problems has been the lack of financial support for the development of researchers. It is suggested that (1) the federal government resume educational professional development grants to help generate a pool of minority researchers, and (2) funding agencies support the following features: competent researchers serving as mentors for prospective minority researchers; monitoring of the new researcher's activities after relocation from the training institution; a long-term investment in programs that develop minority researchers; and seminars, workshops, and conferences to retrain people as researchers. Strategies that universities could employ to develop researchers include: relying on core graduate courses to help students acquire educational research skills; allowing students to develop research skills through thesis work; and employing students as research assistants. Approaches to increasing the number of minority researchers include: recruiting minority students; restructuring teacher education programs toward undergraduate degrees in educational research; encouraging master's degrees in research; providing study options (e.g., evaluation, project management, educational research); and providing postdoctoral fellow programs. (SW)

ED 224 434 HE 015 766

Tuttle, Ron
A Path Analytic Model of the College Going Decision.
Appalachian State Univ., Boone, N.C.

Pub Date- 81
Note-18p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Ability, *Academic Aspiration, *College Attendance, *College Bound Students, Decision Making, *Enrollment Influences, Grades (Scholastic), Higher Education, *High School Seniors, Noncollege Bound Students, *Path Analysis, Predictor Variables, Race, Socioeconomic Status
Identifiers-High School and Beyond (NCES)

Factors that affect the decision of a high school senior to attend or not to attend college were studied, using a path analysis model. Data were drawn from the 1980 High School and Beyond national survey of 58,000 high school sophomores and seniors, which was sponsored by the National Center for Education Statistics. The study sample was 14,287, or 52 percent of the High School and Beyond seniors. The Statistical Package for the Social Sciences and eight multiple regression analyses were performed. Four important predictors of college attendance plans were found: socioeconomic status, high school grades, academic ability, and race. The two most important predictors were grades and ability; socioeconomic status was found to have an indirect effect through its influence on grades and ability. A nonwhite student was more likely to plan to attend college than a white student with similar grades, ability, and socioeconomic status. Initially, the theoretical model included the variables of father's and mother's education, family income, and sex. However, father's and mother's education and family income were found to be a part of the socioeconomic status composite. (SW)

ED 224 491 IR 050 032

McDonald, Dennis

The Relationship between Library Photocopying Volume and the Feasibility of a Royalty Payment Mechanism.

Pub Date-Oct 77
Note-23p.; Paper presented at the American Society for Information Science, Upstate New York Chapter (October 27-28, 1977).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Charts, *Copyrights, Graphs, Interlibrary Loans, *Libraries, Library Cooperation, Library Equipment, Library Surveys, Publishing Industry, *Reprography, *Serials
Identifiers-*Library Statistics, Library Users, *Royalties

This paper summarizes the findings of a 1976 national survey on usage of paper-to-paper photocopying machines in the U.S. libraries, which was conducted by King Research, Inc. for the National Commission on Libraries and Information Science, the National Science Foundation, and the National Commission on New Technological Uses of Copyrighted Works (CONTU). The survey sampled 370 public, academic, special, and federal libraries to represent a population of 21,280 libraries. An analysis of interlibrary loan requests from the Minnesota Interlibrary Telecommunications Exchange (MINITEX) was also part of the study. The report presents data on the number and type of photocopy machines in U.S. libraries and the volume of photocopying of library material by type of library; type of transaction, e.g., fulfilling an interlibrary loan request; and type of material copied. Secondly, data on the volume of photocopying of serials in U.S. libraries is provided, broken down by copyright status of serial, type of library, and type of transaction. Eleven graphs and charts illustrate findings of the study. Figures for distribution of photocopying across libraries indicate that a minority of libraries account for a majority of photocopying. The report concludes with discussion of possible copyright royalty payment mechanisms based on the study findings. (Author/ESR)

ED 224 529 JC 830 004

Clegg, Margarette Tippett, Candace, Ed.

Caldwell Community College and Technical Institute Watauga Division Needs Assessment Survey.

Caldwell Community Coll. and Technical Inst., Lenoir, NC. Office of Research and Planning.

Pub Date-Jun 82
Note-65p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Aspiration, Adult Education, Cable Television, *Community Attitudes, Community Colleges, Community Surveys, Credit Courses, *Educational Attitudes, *Educational Needs, Needs Assessment, Non Credit Courses, Questionnaires, Sampling, Two Year Colleges

In early 1982, a survey of the educational needs of adult residents of Watauga County was conducted by Caldwell Community College and Technical Institute (CCC&TI). The study sought to assess respondents' needs for additional curriculum programs, non-credit programs, educational services, general interest courses, and home courses by cablevision. Telephone interviews, using random-digit dialing, were conducted with 500 residents from the target population of 16,634 adults. Study findings indicated: (1) 95% of the residents were aware that CCC&TI offered programs through the Watauga Division; (2) the three credit programs requested by the greatest number of respondents were nursing, auto mechanics, and electronic data systems; (3) non-credit needs included programs for day care personnel, nurses' assistants, and emergency medical technicians; (4) the most requested general interest courses were beginning classes in photography, quilting, woodworking, and sewing; (5) 38% of the respondents had cablevision and 26% of these were interested in taking a course through this medium; (6) the programs most requested by respondents interested in obtaining a two-year degree were business administration and nursing and by four-year degree aspirants, business administration and computer science; and (7) respondents felt there was a need for more advertising, career counseling, and transportation. The report includes cost information, frequency tables, a discussion of the sampling method, and the questionnaire. (HB)

ED 224 625 RC 013 678

Cortese, Anthony J. Duncan, Margaret I.
The Denial of Access: Chicanos in Higher Education.
Pub Date-Sep 82
Note-28p.; Paper presented at the American Sociological Association (San Francisco, CA, September, 1982).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Academic Aspiration, *Access to Education, Acculturation, *Affirmative Action, College Attendance, Dropout Rate, *Educational Discrimination, Enrollment, *Higher Education, Hispanic Americans, *Mexican Americans, Social Psychology, Student Alienation, *Student Attrition
Identifiers-*Chicanos

Chicanos are underrepresented in U.S. institutions of higher education. Attrition and completion rates indicate that a significant number of Chicanos who do choose to enroll in institutions fail to complete their degrees at each successively higher level, and are subject to high dropout rates. The percentage of Chicano students completing the associate, bachelor's, master's, and doctoral degrees for the year 1975-76 is 4.6%, 2.86%, 1.96%, and 1.22%, respectively. While Hispanic students are increasingly enrolling in two-year institutions, their completion rate is only 7.6%. Affirmative action programs, by the federal government and by institutions, have helped to increase the Chicanos' access to institutions of higher education. However, given the current social climate, these programs cannot be relied upon as the sole instrument which Chicanos might use to increase their access to higher education. The sociocultural elements within the traditional community which may act as barriers to participation in higher education (e.g., alienation, acculturation and the Chicano family, sociocultural psychology, cultural tradition, and the social message) must also be examined. Because Hispanics are the fastest growing minority within the U.S., access to higher education is critical if Hispanics are to participate in decision-making forums and enjoy higher employment status and higher paying positions. (NQA)

Maurer, B. B.

Continuing Education for Church Leaders at West Virginia University.

West Virginia Univ., Morgantown. Center for Extension and Continuing Education.

Pub Date-Oct 82
Note-9p.; For related document, see ED 194 288.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Adult Education, *Church Workers, *Clergy, College Curriculum, Community Leaders, Community Programs, Conferences, History, *Leadership Training, Minicourses, Postsecondary Education, *Professional Continuing Education, Regional Programs, *Rural Areas, Telecourses
Identifiers-*Appalachian Regional School for Church Leaders, West Virginia University

The roots of clergy education at West Virginia University (WVU) came from the American Country Life Movement in the early 1900's. Under the joint sponsorship of an ecumenical commission and WVU, a state ministers' conference was launched in 1927 at Jackson's Mill which over the years became a conference center for all types of church groups. With experience gained from holding regional schools in 1966 and 1967, plus Title I funding from the Church Leadership Development project, WVU in 1968 established the Appalachian Regional School for Church Leaders which has continued through 1982. Although WVU has no theological faculty, the school provides: graduate, professional-level training for pastors, their spouses, and lay church leaders; an educational program to augment and supplement the seminary training of church leaders; and involvement of professional clergy in design, operation, and evaluation of the school, as well as recruitment of participants. The school seeks to: develop community understanding leading to community improvement; provide greater knowledge of social trends and resources for social action; increase effectiveness of the church as a community institution; develop and practice skills in leadership and human relations; and stimulate sharing of experiences. Off-campus programs have included state-wide conferences and several telelecture series. (BRR)

ED 224 763 SO 014 443

Singleton, Laurel R., Ed.

Data Book of Social Studies Materials and Resources. Volume 8.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Report No.-ISBN-0-89994-279-2
Pub Date-83
Contract-400-78-0006
Note-179p.
Available from-Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302 ($10.00).
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-*Content Analysis, Elementary Secondary Education, *Instructional Materials, Media Selection, Nonprint Media, *Resource Materials, *Social Studies, Supplementary Reading Materials, Textbook Content, Textbook Evaluation, Textbooks, Textbook Selection

Analyses of elementary and secondary social studies textbooks, supplementary materials, and teacher resource materials, all published in 1981 and 1982, are presented. The objective is to provide analyses of curriculum materials which will allow K-12 teachers, administrators, curriculum coordinators, and college methods teachers to select materials appropriate for their students, school, and community. The data book is organized into four major sections. The first section evaluates 5 elementary school textbooks and 11 supplementary materials, including multimedia packages. Section 2 analyzes 19 secondary level textbooks and 15 print, multimedia, and games/simulations supplementary materials. Both sections provide an overview, a section on intended users, rationale and general objectives, content, teaching procedures, and evaluative comments. Section 3 presents brief summaries of the purpose, intended user and uses, and content of 28 teacher resource materials. The final section describes 23 social studies guides or curriculums available through the ERIC system. Indexes exist for author/editor/developer; grade level; publisher; and subject area. (KC)

ED 224 353 HE 015 550

Berger, Guy Duguet, Pierre

The University and the Community: The Problems of Changing Relationships.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.
Report No.-ISBN-92-64-12370-9
Pub Date-82
Note-157p.
Available from-Organisation for Economic Co-operation and Development, 2, rue Andre-Pascal, 75775 Paris CEDEX 16, France.
Pub Type- Reports - Descriptive (141) - Opinion Papers (120)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-College Faculty, *College Role, Community Cooperation, *Community Role, *Consultation Programs, Cooperative Programs, Educational Innovation, Educational Policy, Experiential Learning, Foreign Countries, *Higher Education, Internship Programs, *School Business Relationship, *School Community Relationship, Shared Facilities, Student Role, Teacher Role

Issues of university independence versus the responsibilities entailed in full acceptance of its cultural, social, and economic role are discussed. To define the university's environment, the concept of service is critically examined, and implicit strategies for the development of relations between the university and the community are identified. To provide an empirical background for these issues, a number of working arrangements involving the utilization by the community of the university's human resources are described. The university's human resources are of two kinds: the teaching staff and research workers, and the students. Utilization of students includes study service activities in the community. Utilization by the university of human resources from the community can take two different forms: the involvement of representatives of the community in the administration of the university, and the use of active professional people as teachers. Reciprocal use of facilities is another form of collaboration. Attention is also directed to the consequences for the institution, for teaching, and for research, of providing access to new types of populations; of the emergence of new practices, new content, and a new type of university teacher; and of the risks involved in making changes in a traditional system of values based on objectivity and scientific method. It is suggested that there are three basic factors in a global strategy for the development of university/community relations: the regional dimension, a two-way flow of information, and planned changes in policies for postsecondary education. (SW)

ED 224 369 HE 015 632

Yi, Peggy S. Howard, Richard D.

Identification of Problem Areas and Employment Practices That Discriminate against Minorities and Women.

West Virginia Univ., Morgantown. Office of Institutional Research.

Pub Date-80

Note-23p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University. The paper was also presented at the Annual Meeting of the Southern Association of Institutional Research (Louisville, KY, 1980).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Affirmative Action, *College Desegregation, College Faculty, Compliance (Legal), Data Collection, *Employment Practices, *Equal Opportunities (Jobs), Evaluation Methods, Faculty Integration, *Faculty Recruitment, Government School Relationship, Higher Education, Institutional Research, Minority Groups, Personnel Policy, Personnel Selection, Racial Discrimination, *Research Methodology, Sex Discrimination, Women Faculty

Identifiers-*West Virginia University

The methodology used by West Virginia University (WVU) to identify areas of potential discrimination in hiring practices is described. WVU uses the mathematical method suggested in the U.S. Department of Labor's 1979 Guide to Fair Employment Practices'' to monitor faculty hiring and to determine discriminatory hiring practices. This standard, which is constant for all disciplines, is an index reflecting the ratio of the percent of minorities or women hired to the percent of nonminorities or men hired. Specifically, if this ratio is found to be less than .80, there is probable cause for further investigation of hiring practices. The following types of data are collected annually: title of position vacancy, source from which the candidate learned of the vacancy, number of applicants by race and sex for each vacancy, and race and sex of the individual hired for each position filled. The data collection instrument, WVU Affirmative Action Recruitment Activity Record, is appended, along with information on the format for coding the data for keypunching. Data analyses are undertaken using a SAS program, also appended, which analyzes the university as a whole and the hiring procedure of each college. The results of the analyses are presented to the Affirmative Action Office in the form of tables, an example of which is included. In addition to the computer analyses, a summary sheet is developed to present an overall picture of the university's hiring practices as well as those of each college/school. A summary table for March 1978-August 1979 is appended. (SW)

ED 224 401 HE 015 685

Brown, Peggy, Ed.

Extending General Education to the Junior and Senior Years.

Association of American Colleges, Washington, D.C.

Spons Agency-Alfred P. Sloan Foundation, New York, N.Y.; EXXON Education Foundation, New York, N.Y.; Shell Companies Foundation, New York, N.Y.

Pub Date-Nov 82

Note-19p.

Available from-Association of American Colleges, 1818 R St., N.W., Washington, DC 20009 ($2.00).

Journal Cit-Forum for Liberal Education; v5 n2 Nov-Dec 1982

Pub Type- Reports - Descriptive (141) - Collected Works - Serials (022) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*College Curriculum, College Seniors, *Curriculum Development, *Educational Change, *General Education, Global Approach, Higher Education, Interdisciplinary Approach, *Liberal Arts, Private Colleges, Program Descriptions, State Colleges, Upper Division Colleges

Activities are described that illustrate the ways new emphases on structure, liberal arts curriculum, attention to basic skills, a global approach, four-year study courses, and non-lecture pedagogy are being incorporated into college curricula across the country. An opening essay (The General Education Reform: Accomplishments and Future Agenda'') by Carol J. Guardo reports on the reasons behind these recent reforms in general education, cites some of the benefits of the changes, and recommends how faculty members and administrators can maintain the momentum for necessary changes. A second essay (Thinking Skills and Upper Division General Education Courses'') by Ron B. Rembert cautions that before administrators can add an upper division component to their general education program they must determine whether lower division courses provide adequate preparation. Programs at the University of Maryland, College Park, Lewis and Clark College, the University of North Carolina at Chapel Hill, Albertus Magnus College, Indiana State University, Saint Joseph's College, the University of Houston, California Lutheran College. Davis and Elkins College, Frostburg State College, Lafayette College, and Northwestern University are described, and a list of resources provided. (Author/MSE)

ED 224 471 IR 010 523

Chute, Alan G. Hancock, Burton W.

Training and Evaluation Strategies for Teleconferencing.

Pub Date-4 May 82
Note-15p.; Paper presented at the Annual Conference of the Association for Educational Communications and Technology (Dallas, TX, May 4, 1982). For related documents, see ED 223 214 and IR 010 521-522.
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Adoption (Ideas), Change Strategies, *Educational Innovation, *Faculty Development, Medical Education, Professional Continuing Education, *Program Development, *Program Evaluation, *Teleconferencing, *Training Methods, Workshops
Identifiers-Change Models (Havelock), Concerns Based Adoption Model, South Dakota

The faculty training strategy designed by the South Dakota Medical Information Exchange (SDMIX) staff implements principles of innovation and concern theory to facilitate the adoption of teleconferencing as an instructional medium. The goal of the workshop described is to provide faculty with the skills and experiences necessary for developing effective teleconferences. The first phase of the workshop provides participants with information pertaining to the effective design of a teleconference presentation and leads to the development of a 15-minute teleconference program. The second phase, which occurs 3 weeks later, is dedicated to the presentation and critique of the previously-developed teleconference programs from the first phase of the workshop. Results of previous workshop evaluations indicate that providing the participants with these workshop experiences reduced the concerns of faculty regarding teleconferencing. The SDMIX strategy for evaluating the effectiveness of teleconferencing involves collection of data for use in decision-making concerning the continuance, modification, or elimination of teleconferencing activities in South Dakota. This paper includes 15 references. (Author/LMM)

ED 224 683 SE 037 325

Sellar, Peter O. And Others

U.S. Aid to Education in Nepal: A 20-Year Beginning. Project Impact Evaluation No. 19.

Agency for International Development (IDCA), Washington, D.C. Bureau for Development Support.

Report No.-PN-AAJ-168

Pub Date-May 81

Note-96p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Curriculum Development, *Developing Nations, *Educational Development, Elementary Secondary Education, Females, Financial Support, Foreign Countries, Higher Education, *International Programs, *Primary Education, *Program Evaluation, *Public Opinion, Questionnaires, Science Education, Teacher Education, Vocational Education

Identifiers-*Nepal

This evaluation measured the impacts of United States aid to education in Nepal. It differs from other Agency for International Development (AID) Impact Evaluations in that, rather than a single project, a series of projects (1954-1975) were evaluated, dealing with primary education, teacher training, vocational and secondary education, curriculum materials and development, and the institutional development of the entire education system. Following the introduction, the background/setting, and accomplishments/problems/analyses of results are discussed, the latter focusing on the areas previously indicated. In addition, impacts on education, agriculture, family planning, health, people's attitudes/behaviors, women, equity, and the Nepalese society and body politic are discussed. Major conclusions indicate that: (1) AID's assistance to Nepal has had positive impact; (2) there is an urgent need to find more efficient and effective approaches to educational problems through experimentation with innovative approaches; (3) vocational programs are more successful if training is started early; and (4) AID should continue its influence on basic education programs in this country. Eight appendices and three tables include evaluation methodology, analyses of questionnaires, bibliography, photographs and other supporting data/information. (Author/SK)

Martin, Ralph E., Jr.
HANDS'' - How About New Directions in Science Teaching?
Pub Date-Jan 83
Note-16p.; Prepared for teachers of the Athens, OH, City Schools, Inservice Day, January 1983.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Discovery Learning, *Discovery Processes, Elementary Education, *Elementary School Science, *Process Education, Science Education, *Science Instruction, *Teaching Methods

Many new directions for science teaching were developed during the post-Sputnik era. Hands-on science teaching remains a popular direction, yet may be seen as something complex or mysterious by those not familiar with some of the jargon which usually accompanies any discussion of science teaching. This paper responds to several questions teachers may have about hands-on science teaching. These questions include: What is hands-on science teaching? What are the benefits and liabilities for teachers and students? What should be taught? How should science be taught? Focusing on discovery as hands-on teaching/learning, the nature and benefits of discovery learning are explored, including the use of this teaching method in elementary school science programs. Since the teaching of processes is fostered, examples of what children can do when observing, classifying, measuring, communicating, inferring, and experimenting are provided. Various instructional strategies teachers can use, including questioning techniques, are also provided. (Author/JN)

ED 224 723   SE 039 855

Bandhu, Desh, Ed.
Environmental Management.
Indian Environmental Society, New Delhi.
Pub Date-81
Note-132p.; Selected papers from a Seminar held at the Indian National Science Academy (New Delhi, India, June 5-7, 1980).
Available from-Indian Environmental Society, 8, Darya Ganj, New Delhi-110002, Indian (Rupees $50.00, U.S. $10.00).
Pub Type- Collected Works - Proceedings (021) - Reports - General (140)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Coal, *Environmental Education, Environmental Influences, Environmental Research, Environmental Standards, Foreign Countries, Forestry, *Mining, Oceanography, *Physical Environment, Policy Formation, *Pollution, Power Technology, *Program Descriptions, Socioeconomic Influences, Water Resources
Identifiers-*Environmental Management, *India, Irrigation

The Indian Environmental Society, in association with the International Programme on Environmental Management Education, organized two seminars on World Environment Day and Environmental Impact Assessment during June 1980. A large number of papers on various aspects of environmental management were presented during the seminars. The papers addressed a wide range of issues including the environmental situations in India, social forestry, environmental impact assessment, problems of mining, and other various related problems. Titles of these selected papers include: Environmental Impact Assessment as a Tool for Environmental Quality Management''; Environmental Situation in India''; Some Socio-Economic Issues in Social Forestry''; Population, Employment and Environment''; Marine and Coastal Environmental Management''; Environmental Problems due to Mining in the Jharia Coalfield''; Irrigation and the Environment''; and The Silent Valley Hydroelectric Project a Draft Environmental Impact Assessment.'' The inaugural address, The address by the chief guest, and a list of participants are included. (Author/JN)

ED 224 784 SP 021 535

Deutsch, Helga

Sex-Fair Performance Evaluation.

Spons Agency-Illinois State Board of Education, Springfield.

Pub Date-Aug 81

Note-20p.; Paper presented at the Physical Education Ability Grouping and Performance Evaluation Symposium (Ottawa, IL, August 13-14, 1981). For related document, see ED 222 490.

Pub Type- Opinion Papers (120) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Ability Identification, Adolescents, Athletics, Coeducation, Evaluation Criteria, *Evaluation Methods, Grading, *Physical Education, Psychomotor Objectives, Secondary Education, Sex Differences, *Sex Fairness, *Student Evaluation, Student Improvement, *Test Bias

In physical education classes at the secondary school level, objective, sex-fair evaluation is necessary to help each student develop to his or her fullest capacity. Student performance assessment must take into account the physiological differences between males and females after the onset of puberty. Within each sex there is a broad range of ability but, in general, factors such as muscular and cardiovascular endurance favor male performance. To accommodate the diversity in coeducational physical education classes, a performance evaluation plan focusing on the individual student should be developed, based on department or school objectives. Student performance goals should be written so that each goal can be ranked and weighted according to the importance of the course objective which is assessed. To allow for skill development, final assessment should include improvement as a factor in grading. An evaluation plan based on course objectives and pre-established criteria may include: (1) a written test; (2) an objective skill test; (3) a subjective skill evaluation; and (4) improvement. Grading and evaluation should be kept in perspective as an extension of sound practices already in use. (FG)

ED 224 822 TM 830 004

Endler, Norman S.
Applications of The Interaction Model of Personality to Real Life Situations. York Univ., Downview (Ontario). Dept. of Psychology.
Pub Date-Jun 82
Note-15p.; Paper presented at the Annual Meeting of the International Congress of Applied Psychology (Edinburgh, Scotland, July 27, 1982).
Pub Type- Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Anxiety, *Interaction, *Mathematical Models, Perception, Personality Studies, *Personality Theories

Trait psychology, psycho-dynamics, situationism, and interactionism, the four basic models of personality, are summarized; controversies they have generated and relevant research are discussed. Special emphasis is placed on interactional psychology as a model of personality theory and research. Controversial issues of personality such as consistency versus specificity, persons versus situations, mediating versus reaction variables, and mechanistic versus dynamic interaction are presented. The role of situations in personality research and theory is identified. The interaction model of anxiety, a special case of the interaction model of personality, is described and empirical support for this model is discussed. Potential applications of the interaction model of anxiety are presented. Specifically this model is discussed with respect to possible applications for psychotherapy, academic achievement, surgery, and athletics. The limitations of interactionism are presented and directions for future research are described. (Author/PN)

ED 224 334 FL 013 377

Bibliographie Moderner Fremdsprachenunterricht (A Bibliography of Modern Foreign Language Instruction). Vol. 13, No. 1.

Informationszentrum fuer Fremdsprachenforschung, Marburg (West Germany).
Report No.-ISBN-0342-5576
Pub Date-82
Note-128p.
Available from-Max Heuber Verlag, 8045 Ismaning bei Munchen, Krausstrasse 30, Germany (15 German Marks).
Language-German
Pub Type- Reference Materials - Bibliographies (131)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Abstracts, Annotated Bibliographies, Audiovisual Aids, English (Second Language), *German, Information Systems, *Language Research, Linguistics, *Modern Languages, *Reference Materials, Research Tools, Resource Materials, *Second Language Instruction, Teaching Methods

This annotated bibliography on the teaching of modern foreign languages is the product of a West German information dissemination system that is similar to ERIC. The bibliography is published quarterly and lists items compiled in conjunction with the ERIC Clearinghouse on Languages and Linguistics as well as with a number of institutions all over the world. Most of the 304 items in this issue appeared in 1981 and 1982 but some are dated earlier. Although the items deal primarily with modern language instruction several other areas of linguistics are considered. The entries include mostly German, English, French, and Russian titles. The publication is composed of three main sections: (1) an alphabetical author/title listing of items, including full bibliographic citations and subject index terms; (2) abstracts of the items in German; and (3) a subject index developed from the descriptor terms assigned to each entry. These three main sections are preceded by directions on the use of the bibliography and lists of sources cited periodicals, publishers, and institutions. The publication concludes with a cross-reference index of author/title to entry number. (TL)

ED 224 418 HE 015 739

Read, Sherry

TRIO/Special Services Program Evaluation. Final Report, 1981-1982.

Minnesota Univ., Minneapolis. General Coll.

Pub Date-8 Oct 82

Note-145p.; For related document, see ED 212 227. Some tables and bibliography may not reproduce well due to small print.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC06 Plus Postage.

Descriptors-Academic Advising, Academic Persistence, *Ancillary School Services, Career Counseling, Case Studies, College Freshmen, *Developmental Studies Programs, *Dropout Prevention, *Educationally Disadvantaged, *Federal Programs, Grade Point Average, Higher Education, *High Risk Students, Low Income Groups, Program Evaluation, Self Esteem, Student Attitudes, Student Attrition, Student Characteristics, Summer Programs

Identifiers-*Special Services for Disadvantaged Students, *University of Minnesota

The TRIO/Special Services program at the University of Minnesota's General College (GC) is described, and 1981-1982 program evaluation results are examined. Federally-supported TRIO programs (also including Education Opportunity Centers, Talent Search, and Upward Bound programs) provide support services for disadvantaged college students. The GC's Special Services program, designed to help prevent attrition among nontraditional freshmen, has four components: an integrated course of study, including help with study skills, career planning, writing, math, and stress management; educational, vocational, and personal counseling; individual tutorial services; and a summer institute. During the 1981-1982 academic year, TRIO services were utilized by 252 students. Survey results indicate that TRIO students, compared to new GC students, were older, received a higher percent of financial aid, and included more minorities and disabled students. A higher percentage of the new TRIO students stayed in school and completed a higher proportion of credits than a similar low-income comparison group who did not receive special services. New TRIO students also maintained grade point averages similar to, or higher than, the comparison group and ended the year with higher self-esteem than the control group. A followup of second-year TRIO students revealed more TRIO students attending each quarter than control group students, but no notable differences in grades, credit completion, and overall retention for the two groups. Case studies of two TRIO students, course evaluations, a brief description of the summer institute, and a special evaluation of sign language classes and hearing impaired students are included. (SW)

ED 224 435 HE 015 767

Tuttle, Ron

Expenditures for North Carolina's Comprehensive and Liberal Arts Colleges and Universities, 1969-1980.

Pub Date- 81

Note-11p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Comparative Analysis, *Cost Indexes, Costs, Economic Factors, *Enrollment Trends, Expenditure Per Student, *Expenditures, Full Time Equivalency, Higher Education, *Inflation (Economics), Liberal Arts, *Private Colleges, Professional Education, *State Colleges

Identifiers-College Costs, *North Carolina

The influence of enrollment growth and inflation on the costs of North Carolina's comprehensive and liberal arts colleges and universities were studied. comprehensive institutions were defined as those having more than 1,500 students, a liberal arts program, and at least one professional program; liberal arts colleges, as four-year colleges with liberal arts programs only. Of the 41 comprehensive and liberal arts colleges in North Carolina, 39 public and private colleges were studied. Data were obtained from the Higher Education General Information Survey (HEGIS). Fall semester full-time-equivalent enrollments for each institution and The Consumer Price Index for each fiscal year were also analyzed. For the past decade, it was found that public institution expenditures grew at an average annual rate of 13.3 percent, compared to 8.7 percent for private institutions. After adjusting for increasing enrollment growth by expressing expenditures in student units, the growth rate was 7.8 percent per annum for the public and 7.1 percent for the private sector. After adjustments for enrollment growth and the decline of the value of the dollar, the current expenditures annual growth rate was only .3 percent for public, and -.4 percent for private institutions. Public institution enrollment increased more rapidly, and public institutions operated at a consistently lower cost per student. (SW)

ED 224 452 HE 015 831

Floyd, Carol Everly

State Planning, Budgeting, and Accountability: Approaches for Higher Education. AAHE-ERIC/Higher Education Research Report No. 6, 1982.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-82
Contract-400-77-0073
Note-58p.
Available from-American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($5.00, members; $6.50, nonmembers).
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Reports - Descriptive (141)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-*Accountability, *Board of Education Role, *Budgeting, College Planning, College Programs, College Role, Coordination, Educational Assessment, Financial Problems, Governance, *Government School Relationship, *Higher Education, Institutional Autonomy, Management Information Systems, Policy Formation, Private Colleges, Retrenchment, State Boards of Education, State Colleges, *Statewide Planning
Identifiers-Program Duplication

Statewide planning for higher education and the approaches that states take to budgeting and accountability are reviewed in this monograph. Statewide planning involves identifying problems and collecting relevant data, analyzing interrelationships among variables, and choosing the most desirable alternatives to reach objectives. State-level higher education planning typically is done by the state higher education board. Requisites for planning effectiveness are university participation in state-level planning and university planning on the foundation of the state-level plan. There appears to be a trend toward: continuous, short-range planning due to uncertainty of the future; the refinement of scope and mission review, a close connection between statewide planning and program review; and attention to plan implementation problems. State boards have attempted to ensure diversity of instructional programs, and most states include private institutions in their planning perspectives to reduce duplication and competition. It is suggested that higher education retrenchment will continue to be required in most states during the 1980s and 1990s. State budgeting approaches are categorized as incremental, formula, or rational, and the budgeting decision-making process may be assisted by information systems. State interest in accountability for the private sector, the relationship between accountability and institutional autonomy, and efforts of governing and coordinating types of statewide boards to balance state and institutional interests are addressed. A bibliography is appended. (SW)

ED 224 511 JC 820 554

Corrado, Thomas J. Colfer, Mary Ellen

Data Summary Sheet: Disabled Student Project.

State Univ. of New York, Albany. Two Year Coll. Student Development Center.

Pub Date-Sep 81

Note-8p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Ancillary School Services, Community Colleges, *Disabilities, Emotional Disturbances, Hearing Impairments, Learning Disabilities, Multiple Disabilities, Physical Disabilities, Speech Handicaps, State Surveys, *Student Problems, Two Year Colleges, *Two Year College Students, Use Studies, Visual Impairments

Identifiers-*New York

A study was conducted by the Two-Year College Development Center to determine to what extent two-year colleges in New York provided services or aids to assist disabled students in occupational programs and the quality of these accommodations. Specifically, the study sought to obtain demographic information about disabled students (e.g., sex, age, employment and full-/part-time status, and type of disability); to identify instructional problems encountered by the students; and to determine students' awareness and use of and satisfaction with 36 instructional and instructor-related accommodations available to them. Study findings, based on questionnaires completed by 171 disabled students from 19 colleges, indicated: (1) 40% of the students were mobility disabled and 19% had multiple disabilities; (2) 31% of the respondents were enrolled in business and office education and 17% in trade, industrial, and service education; (3) the major instructional problems identified were the time limit on exams, difficulties in labs and workshops, and discussion classes; (4) most respondents had never used many of the available accommodations; (5) the most used accommodations were extra personal help, tape recorders, and tutors; and (6) extra personal help, different time allotments, study guides or notes, and tape recorders were used by at least 10% of the students in all of their courses. Survey responses are analyzed by disability type in the study report. (HB)

ED 224 549 JC 830 043

Venitsky, Juliette L.

Using Videotape for Self-Improvement. Instructional Innovation Monograph.

Pub Date-Aug 82

Note-9p.; Paper prepared for the Annual California Great Teachers Seminar (13th, Santa Barbara, CA, August 20-25, 1982).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Classroom Design, Community Colleges, *Faculty Development, *Feedback, Microteaching, Self Evaluation (Individuals), *Speech Communication, Student Motivation, Teaching Methods, Two Year Colleges, Video Equipment, *Videotape Recordings

The use of video recorders in the speech communication classroom focuses learning on self-evaluation and self-improvement, making it possible for real and permanent changes in behavior to occur. Effective use of this medium requires adherence to three principles: (1) the extensive use of positive reinforcement; (2) the provision of immediate and private feedback; and (3) the provision for multiple recorded experiences, each building upon the preceding one. The decreasing size, complexity, and cost of the equipment have made it increasingly accessible and easy to handle. The minimum essential equipment, consisting of a cassette video recorder, a small monitor, a camera on a light tripod, and a microphone, can be obtained for less than $3,000. If the department is able to handle a complex system, all equipment can be arranged in a small area in the rear of the classroom, so that the instructor can operate the equipment in one place and students can organize and conduct the activities. In addition to using the videotape for student self-improvement in any course encouraging student participation, instructors can use the equipment and principles described for improving their own teaching techniques and communication skills. Staff development programs can involve consultants working with individual instructors or small groups of teachers working together. Faculty and students, given the power to see and hear themselves as others do, can be motivated to achieve more effective communication skills. (AYC)

ED 224 569 PS 013 237

Impact of the Administration's Proposed Budget Cuts on Children. Joint Hearing before the Subcommittee on Oversight, Committee on Ways and Means and the Subcommittee on Health and the Environment, Committee on Energy and Commerce. House of Representatives, 97th Congress, 2nd Session.

Congress of the U.S., Washington, DC. House Committee on Energy and Commerce.; Congress of the U.S., Washington, D.C. House Committee on Ways and Means.

Report No.-House-R-97-44; House-R-97-104

Pub Date-3 Mar 82

Note-317p.; Pages 13-22 of original document have been omitted due to poor print quality. Other pages may be marginally legible due to small print size.

Pub Type- Legal/Legislative/Regulatory Materials (090) - Opinion Papers (120)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adoption, Block Grants, *Child Welfare, *Day Care, Early Childhood Education, *Family Health, Federal Aid, *Federal Programs, *Financial Support, Hearings, *Nutrition, Poverty, Social Services, Volunteers

Identifiers-*Aid to Families with Dependent Children, Congress 97th, Reagan Administration, Special Supplemen Food Program Women Infants Child

Joint hearings of two subcommittees of the House of Representatives, reflecting a continuation of previous field hearings, were held to receive additional testimony concerning the impact of the administration's proposed budget cuts on a broad range of health, nutrition, welfare, and educational programs serving children and their families. Five days of field hearings held previously in various cities in the United States led to the conclusion that, despite the President's assurances that the administration's plan preserves a safety net, major cuts have been made in those programs specifically designed to assist those least able to help themselves children, working mothers, the handicapped, the disabled, and the elderly. These cuts have had greatest impact on those who are on the verge of self-sufficiency, pushing them back into total dependency. Private initiative and voluntarism cannot fill the void created by the cuts. Neither state nor local governments have the ability to meet the increased needs of their citizens occasioned by the budget cuts. (RH)

Edgar, Don Uchiltree, Gay

Family Change and Early Childhood Development. Institute of Family Studies Discussion Paper No. 6.

Institute of Family Studies, Melbourne (Australia).
Report No.-ISBN-0-642-88619-9
Pub Date-Aug 82
Note-18p.; Paper presented at the National Triennial Conference of the Australian Early Childhood Association (16th, Hobart, Tasmania, Australia, May 24-28, 1982).
Available from-Editor, Institute of Family Studies, 766 Elizabeth Street, Melbourne, 3000, Australia (no price quoted).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Childhood Needs, *Community Involvement, *Early Childhood Education, *Educational Principles, Family Life, *Family Problems, Foreign Countries, *Social Change, *Teacher Role
Identifiers-Australia, Parenting

Attempts are made in this address to outline how social change in Australia affects the nurturing tasks of family life and to suggest a rethinking of how the community as a whole might assist the child development process. Changes in the Australian family context include divorce, family breakdown, one-parent families, remarriage, extended three-generation families, smaller nuclear families, population mobility, employed women, low incomes for working women, and unemployment. Given this context of change, the question is raised: What major propositions about early childhood development bear on the topic of change and the need to involve the community in the societal responsibilty for children? Ten propositions based on theoretical and empirical grounds are advanced and compared, and their implications for Australian early childhood educators are drawn. Knowing how unequal families are in the economic and cultural resources they provide, the authors assert that the educators of Australia's young children should build on each family context and assist parents in their efforts to develop children with a sense of their own self-worth. This goal can only be reached with concerted social effort in a time of rapid social change. (RH)

ED 224 608 PS 013 285

Wacker, Sally And Others

Project Developmental Continuity Evaluation: Final Report. Volume II: The Process of Program Implementation in PDC.

High/Scope Educational Research Foundation, Ypsilanti, Mich.

Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C.

Pub Date-Sep 82

Contract-HEW-105-78-1307

Note-94p.; For related documents, see PS 013 283-284 and PS 013 337.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Demonstration Programs, Early Childhood Education, *Federal Programs, Longitudinal Studies, *Program Effectiveness, Program Evaluation, *Program Implementation

Identifiers-Developmental Continuity, *Project Developmental Continuity, Project Head Start

The second of two volumes, this document continues the final evaluation report of Project Developmental Continuity (PDC), a Head Start demonstration project initiated in 1974 to develop program models which enhance children's social competence by fostering developmental continuity from preschool through the early elementary grades. In particular, processes of institutional change occurring over the project's 7 years of operation are examined. Chapter 1 addresses the question of information available over the last two decades about planned change in federal demonstration programs like PDC. The federal government's purposes and strategies for bringing about planned educational change are reviewed, and lessons learned from these experiences are identified. The chapter concludes with a description of the PDC program and a discussion of its purposes and organizational features. Chapter 2 describes the levels and patterns of program implementation which took place in the 11 PDC programs, discussing the variety of forces that appeared to be facilitating or hindering outcomes. Finally, chapter 3 synthesizes the evaluation's findings, drawing conclusions regarding the effectiveness of the PDC model in adapting to the psychological, organizational, and environmental forces which affected levels and patterns of implementation. (MP)

ED 224 645 RC 013 699

Rosier, Helen Cody

Chaa' Dine' K'eji Naaltsoos Wolta' Boho'aa'igii (Beaver: Navajo Language Teacher's Guide). Book 2.

Native American Materials Development Center, Albuquerque, NM.; Rock Point Community School, Ariz.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Apr 78

Note-211p.; For related documents, see RC 013 696-703.

Available from-Native American Materials Development Center, 407 Rio Grande Blvd, N.W., Albuquerque, NM 87104 ($18.00 each or $25.00 per set).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*American Indian Education, Beginning Reading, *Directed Reading Activity, Elementary Education, *Language Experience Approach, *Navajo, Phoneme Grapheme Correspondence, *Phonics, *Reading Instruction, Reading Programs, Teaching Guides

Identifiers-*Oral Learning

The second book in a series of three initial readers designed as a component of the Navajo Bilingual Bicultural Curriculum, Chaa''' builds on the vocabulary introduced in Ch'al'' (the first book of the series). The second reader introduces all the remaining consonants (16), except x,'' in the Navajo alphabet; 11 vowel environments; and 6 diphthong environments. Composed primarily of words no greater than two syllables, the reader introduces 26 new words in the Navajo language. The teacher's guide is organized with a copy of the student reader-workbook pages and instructions for each page appearing together and provides specific activities for oral lessons, dictation and blending syllables. Oral lessons are designed to introduce new sound-symbol associations and should be completed before continuing to the student reader-workbook. Dictation activities are designed to reinforce the fill-in-the-blank activities enabling students to spell the words at the completion of the workbook. Blending activities are used when students have problems blending two syllables. Small instructional groups of 6 to 10 students are suggested along with each lesson being 20 to 30 minutes in length, twice a day. (ERB)

ED 224 743 SO 014 404

Dumas, Wayne Weible, Tom

Standards for Certification/Preparation of Social Studies Teachers: A Fifty State Study.

Pub Date-Nov 82

Note-18p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Boston, MA, November, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Educational Research, Elementary Secondary Education, General Education, Majors (Students), National Surveys, Social Sciences, *Social Studies, *State Standards, *Teacher Certification, *Teacher Education

A national survey determined minimum certification requirements for secondary social studies teachers in general education, professional education, and history/social science. Data were obtained through questionnaires completed by social studies education curriculum specialists and by officials in the certification divisions of state education departments. In some cases, telephone interviews were also conducted. Regarding the general education component, 23 states require some amount of coursework or competency in certain disciplines. Specifications for teacher education exist in 39 states. Regarding history/social science requirements for a social studies major, 40 states require coursework or competency by discipline, some mandating semester-credit-hour minimums. Comparing the state standards with national guidelines established by the National Council for the Social Studies (NCSS) and the National Association of State Directors of Teacher Education and Certification (NASDTEC), 41% of the states do not require social studies methods instruction and 31% do not require social foundations of education, both of which are expected by NCSS and NASDTEC. (RM)

ED 224 803   SP 021 686

Beal, Jack L. And Others

The Teacher Education Socio-Ethnic Requirement of the College of Education, University of Washington: A Study of Enrollment Patterns.

Washington Univ., Seattle. Coll. of Education.

Report No.-TERC-RR-82-1

Pub Date-Nov 82

Note-62p.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Cultural Awareness, *Education Courses, *Education Majors, Enrollment Trends, *Ethnic Studies, Higher Education, *Multicultural Education, *Preservice Teacher Education, Required Courses, Sociocultural Patterns, Student Characteristics, Teacher Certification, Teacher Education Curriculum, Teacher Education Programs

Identifiers-*University of Washington

In the fall of 1977, the College of Education of the University of Washington (Seattle) instituted a socio-ethnic course requirement for teacher certification candidates. To satisfy the requirement, candidates must successfully complete a course from each of two categories: Category A courses provide the student with a broad look at socio-ethnic differences, while courses in Category B focus on specific ethnic and social groups. A descriptive research study evaluated the effectiveness of the socio-ethnic course requirement through examination of student enrollment patterns in the socio-ethnic courses. The study population included all students enrolled in the certification program in the spring and autumn quarters of 1961. Five variables were used to construct comparisons with the socio-ethnic enrollment data: (1) sex; (2) student teaching placement (urban, suburban); (3) level (elementary, secondary); (4) ethnic group (White, Asian, Other Minority); and (5) major (broadly classified as social science, humanities, natural science, and other). Results showed that students are, for the most part, satisfying the socio-ethnic course requirement by electing courses which reflect their own particular ethnic or social group. It was concluded that the College of Education may wish to consider a mechanism to ensure all students some study of ethnic and social groups different from their own. Tables and charts are appended which show the numbers and percent of student course enrollment characteristics. (Authors/FG)

TM

ED 224 843 UD 022 474

Hochschild, Jennifer L.

Incrementalism, Majoritarianism, and the Failures of School Desegregation.

Pub Date-Oct 82
Note-77p.; Paper prepared for the Annual Meeting of the Association for Public Policy Analysis and Management (Minneapolis, MN, October 28-30, 1982).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Information Analyses (070)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Citizen Participation, *Community Attitudes, *Desegregation Effects, Desegregation Methods, *Desegregation Plans, Elementary Secondary Education, Literature Reviews, Minority Groups, Organizational Change, *Participative Decision Making, *Policy Formation, *School Desegregation, Socioeconomic Influences, Whites

This paper argues that cautious and participatory desegregation efforts yield less desirable outcomes than either sweeping, authoritative desegregation policies or no imposed effort at all. The author proceeds to support these claims by identifying 10 goals of school desegregation and examining the rules and consequences of incremental and democratic desegregation policies in the light of these goals. Investigating the rules of temporal, spatial, organizational, and analytical incrementalism, and citing supportive evidence, the author maintains that minorities in all cases, and sometimes whites, are the worst off when gradual or partial procedures are used. Similarly, the author explores the rules of democratic desegregation planning and concludes that while citizen participation and control are fundamental values, they are rarely effective in ending racial isolation; on the other hand, people with official roles can have an impact. Several policy options are suggested: (1) continue muddling along; (2) stop imposing desegregation against majority desires; or (3) proceed to full and complete desegregation. It is concluded that if the political and moral will to undertake desegregation properly are absent, alternative solutions for granting minority rights and satisfying citizen preferences ought to be pursued. (Author/MJL)

ED 224 385 HE 015 648

Thomas, Gail E. And Others

Desegregation and Enrollment: Access in Higher Education.

Pub Date- 79
Note-37p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Access to Education, *Black Students, *College Desegregation, College Segregation, Comparative Analysis, Elementary Secondary Education, *Enrollment Trends, Geographic Distribution, Graduate Study, *Higher Education, National Surveys, Private Colleges, Professional Education, *Racial Composition, School Organization, State Colleges, Two Year Colleges, Undergraduate Study, White Students

The relationship between college desegregation and minority enrollments across different educational levels and U.S. regions was investigated. The analysis was based on data from the U.S. Department of Education's 1976 survey of racial and ethnic enrollments at all 3,068 U.S. institutions, focusing on two- and four-year, graduate, and professional levels at public and private institutions. It was found that the South was most segregated at the four-year undergraduate, professional, and graduate levels, while the other regions were more segregated at the two-year level. Even though blacks have gained the highest enrollments relative to whites at the undergraduate levels (especially in two-year programs), the undergraduate level is characterized by more racially segregated schools. This trend of higher segregation where blacks have gained most access and lower segregation where blacks have the least enrollment access also occurs when comparing: segregation at public and private institutions at the same level and region, states within regions, and different levels of higher education in all regions outside the South (and in the South when historically black colleges are disregarded). Data are presented on racial distributions and a segregation index (a measure of racial separation of enrollments standardized for the number of available blacks and whites). The organization of higher education, as compared to elementary-secondary education, appears to produce either a low enrollment ratio of blacks or a high degree of racial separation. (SW)

ED 224 492 IR 050 033

Werger, Joanne

Special Project Grants to New Mexico Public Libraries, 1971-1982. New Mexico State Library Occasional Paper No. 9.

New Mexico State Library, Santa Fe.
Pub Date-Jul 82
Note-34p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Financial Support, *Grants, Library Cooperation, Library Expenditures, Library Services, Nonprint Media, *Public Libraries, Staff Development, *State Federal Aid, State Libraries, State Programs
Identifiers-Library Funding, *Library Services and Construction Act, *New Mexico, User Needs

This paper summarizes and analyzes the program of Special Project Grants for public and community libraries in New Mexico. Funding for the program was by the New Mexico State Library through the Library Services and Construction Act (LSCA) Title I from fiscal year 1972 to fiscal year 1981. Information on LSCA and the procedure for obtaining Special Project Grants precedes an examination of the development of the grant program, which reports a low level of funding, the prevalence of small numerous grants, and a change in program focus from local needs to specific statewide priorities. The paper continues with an evaluation of the Special Project Grants program in light of specific program objectives, which include encouraging library service to special groups, furthering library services based on community needs, encouraging library use of audiovisual materials, providing opportunities for library staff development, and encouraging resource sharing and participation in library cooperative efforts. A major appendix lists the Special Project Grants in order by year of award, with details of grant amounts and library projects funded. Information on project categories and their percentage of grant dollars, and the number of grants and total grant amounts received by individual libraries is also appended. (ESR)

The Long Range Plan: A Plan for the Eighties.'' July 1982-June 1990.
Caldwell Community Coll. and Technical Inst., Lenoir, NC. Office of Research and Planning.
Pub Date-Apr 82
Note-76p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Administrator Responsibility, *College Planning, Community Colleges, Costs, *Long Range Planning, *Management by Objectives, *Organizational Objectives, Two Year Colleges

Caldwell Community College and Technical Institute's (CCC&TI's) long-range plan contains a description of the planning process and quantified objectives for the school for 1982 through 1990. Following information on the history, purpose, location, and accreditation of CCC&TI, the report explains the long-range planning process used at the school, focusing on planning efforts since 1973, the current model, annual planning, mechanisms for monitoring the long-range plan, and the use of management by objectives. Next, the long-range plan itself is presented under seven major areas: organization and administration (including public information); personnel; finances; student development; educational programs; educational development (including computing activities, the learning resources center, research and planning, instructional development, and resource development); and facilities, maintenance, and operation. For each area, information is included on objectives, target date for completion, persons responsible, costs, personnel requirements, and special equipment and facility needs. Next, a chart shows the responsibilities to be undertaken by members of the administration and staff during 1982-1990. Appendices illustrate the planning model; list planning activities, assumptions, goals, and priorities; outline procedures for writing objectives; and estimate time spans and costs for long-range planning objectives. (AYC)

ED 224 626 RC 013 680

Williams, Daniel G.
Economic Planning for Multicounty Rural Areas: Application of a Linear Programming Model in Northwest Arkansas. Technical Bulletin No. 1653.
Economics, Statistics, and Cooperatives Service (DOA), Washington, D.C.
Pub Date-Jun 81
Note-82p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-Agribusiness, Business Cycles, *Economic Change, *Economic Development, Economic Factors, Industry, Labor Force, Land Use, Linear Programing, *Models, *Regional Planning, Rural Areas, *Rural Development, Rural Urban Differences
Identifiers-*Arkansas, *Rural Development Activity Analysis Planning

Planners in multicounty rural areas can use the Rural Development, Activity Analysis Planning (RDAAP) model to try to influence the optimal growth of their areas among different general economic goals. The model implies that best industries for rural areas have: high proportion of imported inputs; low transportation costs; high value added/output ratio and value added/labor ratio; low percentage of labor skill that is most scarce; and low capital/output ratio. The model likewise suggests that conversion of agricultural land from the land use pattern of lower income farms to that of higher income farms is always desirable in a region. The linear programming model was specifically applied, in this report, to a region of northwest Arkansas comprising Benton, Madison, and Washington Counties (BMW region). Alternative objectives included the following: regional balance-of-trade surplus, regional balance-of-payments surplus, gross regional product, local value added, and a regional rate-of-return index. Data were obtained for 1960-70 to compare growth of employment by industry in the model with the actual growth in the area. Because a portion of the BMW region has recently been designated a Standard Metropolitan Statistical Area (SMSA), this study can provide a vehicle for examining how an area might be developed optimally from a rural to a more urban status. (AH)

ED 224 664 RC 013 718

Boloz, Sigmund A. Lincoln, Dorothea C.

Combating Student Absenteeism: Strategies for Raising Attendance and Achievement.

Pub Date-Dec 82
Note-10p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Administrator Role, *American Indian Education, *Attendance, *Improvement Programs, Primary Education, Program Development, *Program Effectiveness, Program Implementation, Rural Schools, *Student Participation
Identifiers-*Ganado Primary School Az, Navajo (Nation)

Ganado Primary School on the Navajo Reservation has formulated and implemented an attendance improvement plan which has provided encouraging results. Formulation and implementation of the attendance improvement plan were initiated after reviewing the 1980 attendance registers which indicated the average length of enrollment had been 169 days with students averaging 11 days of absences. An attendance task force was formed to study the problem and to recommend possible solutions for improvement. Recommendations included: identifying high risk students and interviewing their parents to determine their perception of the importance of attending school; undertaking a district-wide effort to reduce factors contributing to frequent absenteeism; and implementing a positive program. The program was designed to recognize both individual and class groups for outstanding attendance records which included a monthly invitation to a special movie; in 9 weeks receiving a ribbon of recognition; and for the year presented with a Ganado Attendance Star'' T-shirt and a certificate at an assembly. At the end of the first year of the attendance program, 22% of the student body accounted for 40% of all absences averaging 9 absences per year and by the end of the third year absences ranged from 3.9% to 2.5%. (ERB)

ED 224 724 SE 039 856

Bandhu, Desh, Ed. Aulakh, G. S., Ed.
Environmental Education.
Indian Environmental Society, New Delhi.
Pub Date-81
Note-144p.; Report of the National Seminar on Higher Environmental Education held at the Indian National Science Academy (New Delhi, India, July 30-31, 1979).
Available from-Indian Environmental Society, 8, Darya Ganj, New Delhi-110002, India (Rupees $50.00, U.S. $10.00).
Pub Type- Collected Works - Proceedings (021) - Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Biology, College Science, Conservation (Environment), *Course Descriptions, *Ecology, *Educational Objectives, Employment Opportunities, Energy, *Environmental Education, Environmental Research, Foreign Countries, Higher Education, *Program Descriptions, Regional Planning, Rural Education, Science Education, Training Objectives, Urban Planning
Identifiers-*India

In India, environmental education (EE) is introduced at various levels. Goals of this country's EE programs include: improving the quality of environment to create awareness among the people on environmental problems and conservation; developing skills to solve environmental problems; creating the necessary atmosphere for citizen participation in decision-making; and developing capabilities to evaluate development programs and awareness of economic, political, and ecological independence. The Indian Environmental Society, in association with the International Programme on Environmental Management, organized a national seminar, focusing on environmental education at the higher education level. Papers presented at this seminar are included in this publication. Topics of papers include: needs and strategies of EE; EE and training; ecology, energy and EE; ecology and EE; soil and water conservation an aspect of higher EE in India; biological sciences and EE; biology as a component of EE; environmental studies at the post-graduate level in the Coastal Zone; EE in universities; EE at post-graduate and higher levels; environmental studies at Indian University; futuristic outlook on EE in Indian universities; environmental research and employment of environmental graduates; employment opportunities for EE graduates; and urban/regional planning in India and the implications for planning education. Seminar recommendations and list of participants are included. (Author/JN)

ED 224 764 SO 014 445

Trujillo, Lorenzo A.

Arts Administration: Script from a Presentation Delivered Pub Date-Feb 82

Note-12p.

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Administrator Role, *Fine Arts, *Leadership Qualities, *Program Administration, *Self Evaluation (Individuals)

Techniques and characteristics of effective management in the arts are briefly outlined. The successful arts manager is identified as an integrator, or one who takes initiative and leadership, seeks status, has social poise, and prefers more flexible ways of acting. The role of the arts administrator includes planning; selecting and coordinating staff; managing procurement; controlling budgets; managing human resources; promoting open communication; and assuring organizational accountability. A proactive rather than reactive manager serves as a catalyst to promote the work of the artist. Charts and forms include a continuum of leadership behavior from manager-centered to subordinate-centered, prototypes of working characteristics of people, and a form to evaluate persuasive abilities. (KC)

ED 224 823 TM 830 005

Choppin, Bruce And Others

A Critical Comparison of Psychometric Models for Measuring Achievement. Methodology Project.

California Univ., Los Angeles. Center for the Study of Evaluation.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Nov 82
Grant-NIE-G-80-0112
Note-279p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Academic Achievement, Achievement Tests, Comparative Analysis, Data Analysis, Item Analysis, *Latent Trait Theory, *Mathematical Models, Psychometrics, *Testing, Testing Problems, Test Theory
Identifiers-Generalizability Theory, Rasch Model, Three Parameter Model

A detailed description of five latent structure models of achievement measurement is presented. The first project paper, by David L. McArthur, analyzes the history of mental testing to show how conventional item analysis procedures were developed, and how dissatisfaction with them has led to fragmentation. The range of distinct conceptual and methodological approaches to achievement testing that now exist are discussed. The second paper, by Kenneth A. Sirotnik, analyzes measurement in achievement as a central and continuing problem in mental testing, highlighting the differences between the modern alternatives. Five papers by David L. McArthur, Bruce Choppin, Ronald K. Hambleton, Rand R. Wilcox and Noreen Webb individually treat Student-Problem (S-P) chart analysis, the Rasch model in item analysis, a three-parameter logistic model, latent class models, and generalizability theory. An analysis of reading comprehension data by four of the contributors and Raymond Moy is presented. J. Ward Keesling presents a summary paper on the empirical work carried out so far in testing different models on common sets of data. (Author/PN)

ED 224 354 HE 015 562

Science/Engineering Doctorate Production Increases in 1981; More New Doctorates Seek Nonacademic Positions.

National Science Foundation, Washington, D.C. Div. of Science Resources Studies.

Report No.-NSF-82-323
Pub Date-10 Sep 82
Note-6p.
Journal Cit-Science Resources Studies Highlights; Sep 10 1982
Pub Type- Reports - Research (143) - Collected Works - Serials (022)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Biological Sciences, Career Choice, *Doctoral Degrees, *Employment Opportunities, *Engineering, Females, Foreign Students, Higher Education, Intellectual Disciplines, *Majors (Students), Males, Mathematics, Minority Groups, National Surveys, Physical Sciences, Postdoctoral Education, Psychology, Racial Distribution, *Sciences, Social Sciences, Student Characteristics, Trend Analysis
Identifiers-Survey of Earned Doctorates

Results of the 1981 Survey of Earned Doctorates, which is conducted by five federal agencies, are summarized. About 95 percent of the annual cohort of recipients of the Ph.D. and similar doctorates respond to the survey questionnaire. The database also includes some information on nonrespondents obtained from public sources; recipients of first-professional degrees (e.g., M.D.'s) are not included. Highlights are as follows: annual science and engineering (S/E) doctorate production increased over 2 percent to 17,600 between 1980 and 1981; S/E doctorates accounted for about 56 percent of all doctorates in 1981, approximately the level that has prevailed since 1973; decreases in doctorate production occurred in engineering and the physical sciences (both are down almost 30 percent over the decade), while psychology and the life sciences generally increased; the annual number of both U.S. and foreign S/E doctorate recipients generally declined over the 1971-1981 period, but the 13 percent decrease for U.S. citizens was almost twice as great as that for non-U.S. citizens; minority group members received about one-tenth of the S/E doctorates awarded to U.S. citizens and permanent residents in 1981; the sex composition of the new S/E doctorate recipients changed over the last 10 years, with the proportion of women increasing from 10 percent in 1971 to 23 percent in 1981; the majority of doctorates undertake employment following graduation but the loci of job opportunities have been changing; the proportion of S/E doctorates entering employment in academia fell from 60 percent in 1971 to 43 percent in 1981, while employment in nonacademic institutions, excluding government, grew from 25 to 40 percent. (SW)

ED 224 370 HE 015 633

Olagunju, Amos O.

Direct Assessment and Treatment of Attrition and Retention Problems.

Barber-Scotia Coll., Concord, N.C.

Spons Agency-Department of Education, Washington, DC.

Pub Date-Oct 81

Note-44p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University.

Pub Type- Reports - Research (143) - Tests/Questionnaires (160)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Advising, *Ancillary School Services, *Black Colleges, Change Strategies, Church Related Colleges, *College Desegregation, *College Instruction, Dropout Attitudes, *Enrollment Trends, Higher Education, Institutional Research, Research Methodology, School Holding Power, Student Attitudes, *Student Attrition, Student College Relationship

Identifiers-*Barber Scotia College NC

A student attrition research methodology and results of attrition research at Barber-Scotia College are examined. Questionnaire responses from 137 students indicated the degree of student satisfaction with academic and social services provided by the college. Data are presented on student enrollments by class during 1970-1980, and on student attrition rates from freshmen to senior year. Questionnaire responses included the following: (1) library and work/study supervision well-satisfying; (2) teaching methods, advising, and course scheduling satisfying (good); (3) course materials, classroom environment, dormitory living conditions, and financial aid information partially satisfying; and (4) recreational activities, college regulations, sports equipment, and food services partially satisfying or dissatisfying. A condensed version of students' suggested changes, comments on services, and educational experiences is appended. Reasons for student attrition (fall 1979-1981) are indicated, along with data on student age groups and sources of student funds. Since about 18 percent of the recorded explanations on student attrition were attributable to poor performance and academic suspension, it is recommended that student educational support programs be provided. It is suggested that Barber-Scotia enrollments could be increased by: introducing additional occupational and technical programs; sending a college recruiter to the public schools to provide information on programs and job opportunities; and improving food, health, and recreational services. A questionnaire is appended. (SW)

ED 224 402 HE 015 689

Bartlett, Steven J.

Philosophy as Conceptual Therapy.

Spons Agency-Lilly Endowment, Inc., Indianapolis, Ind.
Pub Date- 82
Note-14p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Cognitive Development, Concept Formation, *Educational Objectives, Educational Philosophy, Epistemology, Higher Education, *Intellectual Development, Intelligence, *Knowledge Level, Learning, *Philosophy, *Scholarship, Teaching Methods

Perspectives regarding the information-oriented'' approach of conservative, traditional philosophy and an approach to philosophy known as conceptual therapy'' are offered. The former emphasizes scholarship, textual explication and criticism, and, in general, a knowledge of the views of traditional thinkers. Philosophy as conceptual therapy seeks an improvement of intellectual skills, and fosters a therapy for concepts and, by inference, a therapy for thinkers. It is argued that the traditional information-oriented approach to philosophy does not help its students effectively to develop intellectual skills, and that a conception of philosophy as conceptual therapy can provide a valuable contribution to the teaching and to the subject-matter of philosophy. It is suggested that the information-oriented historian of philosophy is frequently incompetent to judge the relative merit of incompatible systems and ideas because, although adept at scholarship, the historian-philosopher tends to be unable to evaluate the worth of theories investigated. On the other hand, the conceptual therapist is limited by historical incompetence (i.e., not being informed of the lessons learned over the centuries). Current attitudes toward education foster almost exclusively the first approach: an educated person is above all informed. It is claimed that the well-educated person unfortunately has not learned to think much better than peers who never attended college. The validity of the fixed intelligence hypothesis is briefly addressed. Based on current evidence, it is proposed that abilities of intelligence can be systematically developed in individuals by means of suitable training. (SW)

ED 224 472 IR 010 524

Piper, Robert W., Comp.

Instructional Materials Selection Criteria Recommended for Use by All School Personnel Responsible for the Selection of Instructional Materials; Selection of Instructional Materials for Use in Schools: A Handbook; Selected Aids for Schools: An Annotated Bibliography for Selection of Instructional Materials.

Manitoba Dept. of Education, Winnipeg.

Pub Date- 82

Note-65p.

Pub Type- Guides - Non-Classroom (055) - Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Annotated Bibliographies, Check Lists, Elementary Secondary Education, *Evaluation Criteria, *Instructional Materials, *Media Selection, Nonprint Media, Questionnaires, Reference Materials, *School Policy

Identifiers-Canada, *Selection Tools

These three documents contain information to aid in selection of instructional materials for schools. The first begins with a list of 17 instructional materials selection criteria, bibliographic format and user interest criteria, criteria for non-fiction and fiction materials, and a nonprint review form. The second document, a handbook for instructional materials selection, is designed to assist school divisions in developing and implementing a written policy for the acquisition of instructional materials. This handbook contains a selection policy checklist, a rationale for the adoption of a written selection policy, suggested components of a selection policy, sample of components of existing policy statements, guidelines for implementing a selection policy, and an annotated bibliography of sources for use in developing selection procedures and sets of criteria for selection of print and non-print instructional materials. The third document is an annotated bibliography divided into two major sections. Section A includes the finding aids'' which identify what is available, giving bibliographic information without evaluating materials. Section B includes some 65 major evaluative tools. Many are special subject bibliographies in specific subject areas, and 33 are Canadian lists. (Author/LMM)

ED 224 684 SE 038 749

A Course on Operational Considerations in Wastewater Treatment Plant Design. Student Manual.

Stottler, Stag and Associates, San Antonio, TX.

Spons Agency-Environmental Protection Agency, Washington, D. C.

Pub Date-Jun 82

Grant-EPA-T-901340-01

Note-453p.; Some tables and figures may not reproduce well. For related document, see ED 219 249.

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01/PC19 Plus Postage.

Descriptors-Design, *Facilities, *Facility Guidelines, *Facility Improvement, Postsecondary Education, Resource Materials, *Waste Water, *Water Treatment

This manual was designed to furnish information for upgrading the design of wastewater treatment plant facilities and to serve as a resource for establishing criteria for upgrading these plants. The manual also furnishes information for modifying plant design to compensate for current organic and hydraulic overloads and/or to meet more stringent future treatment requirements. In addition, the importance of modifying existing plants and designing new plant facilities to accommodate operation, maintenance, and other routine plant functions is emphasized. Information is presented in 17 units, with objectives, text material/figures, and resources provided for each unit. Unit topics include: maximizing plant operations feedback in wastewater treatment plant design; plans and specifications reviews; general design considerations; unit process design for preliminary treatment, primary sedimentation, aeration basins, secondary sedimentation, disinfection, effluent discharge, sludge treatment, additional biological processes, and other factors (safety, energy conservation, and emergencies); systems approach to unit process selection; equipment selection/placement (for operability and maintainability); and operator/design engineer relationship. A FORTRAN computer program (with abridged users guide) for the preliminary design of wastewater treatment systems is included in unit 15. It is assumed that the user of this manual has an engineering background and is familiar with wastewater treatment plant design. (Author/JN)

ED 224 705 SE 039 825

Wolfe, Lila F.

Toward Understanding the Ideas About Science Communicated by Elementary School Teachers.

Pub Date-82
Note-411p.; Ed.D. Dissertation, University of Toronto.
Pub Type- Reports - Research (143) - Dissertations/Theses - Doctoral Dissertations (041)
EDRS Price - MF01/PC17 Plus Postage.
Descriptors-*Classroom Communication, *Classroom Observation Techniques, Comprehension, Concept Formation, Elementary Education, *Elementary School Science, Elementary School Students, *Philosophy, Questioning Techniques, Science Activities, Science Education, *Science Instruction, Student Teacher Relationship, Teacher Behavior, *Teaching Methods
Identifiers-Science Education Research

This study identified and conceptualized evidence of ideas about the nature of science to which elementary school students are exposed and the manner in which teachers provided these ideas. This was accomplished by developing a scheme for observing/analyzing classroom interaction (classroom dialogue and science activity). The scheme is theoretically based in science philosophy, particularly that of Norwood Russell Hanson, who characterizes two extreme views of science discerned in the work of practicing scientists: sensationalism and formalism (and a balanced or via media'' view). By adapting Hanson's work to the context of elementary school teaching and analyzing the discourse of four elementary science lessons (included in appendices), a set of observation clues for identifying Hanson's views were developed and refined. The clues, which comprise a nine-category analytical scheme, identify and characterize the polar views of sensationalism and formalism and reveal that via media'' views about science are being developed during ordinary science lessons. The scheme further indicates that students become aware of these ideas about science through observation, explanation, and experimentation. Results of two independent judges indicate that the clues are recognizable in the discourse of science lessons by persons other than the developer. The study concludes by examining the scheme's potential for understanding/improving science education practice. (Author/JN)

ED 224 744 SO 014 405

Schipper, Stuart P.

Oral History: An Effective Means to Enhance Education in the Elementary Classroom.

Pub Date-Dec 82

Note-45p.

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-American Indians, Annotated Bibliographies, Educational Objectives, Educational Research, Elementary Education, Ethnic Studies, Instructional Materials, Learning Activities, Learning Motivation, *Oral History, Student Motivation, Student Projects, *Teaching Methods, United States History

Identifiers-Depression (Economic 1929), United States (West)

Over 50 publications consisting of research papers, journal articles, books, and instructional materials dealing with oral history projects at the elementary school level are listed in this annotated bibliography. The citations are grouped into four categories: growth in cognitive and affective domains, organization format and aids, types of projects, and oral history materials on various subjects. Works listed focus on the topics of cultural journalism, interviewing techniques, processing of information, and oral history clubs. The section which lists available instructional materials covers the old west, the Depression, Indian life, and ethnic groups. Projects cited include plays, multimedia, photo displays, and open houses. A summary discussion about the materials presented suggests that oral history should be used in many subject areas to help students experience significant cognitive growth and positive relationships in behavior, outlook, and class attendance. All citations are listed a second time in alphabetical order by author. (KC)

ED 224 785   SP 021 536

Fuller, Janet

Practical Management Concerns regarding the Use of Health-Related, Motor and Skill Tests to Achieve Sex-Fair Ability Groupings.

Spons Agency-Illinois State Board of Education, Springfield.
Pub Date-15 Jul 81
Note-17p.; Paper presented at the Physical Education Ability Grouping and Performance Evaluation Symposium (Ottawa, IL, August 13-14, 1981). For related document, see ED 222 490.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ability Grouping, Ability Identification, Athletics, Coeducation, Performance Tests, Physical Activity Level, *Physical Education, Physical Fitness, *Program Implementation, Psychomotor Skills, Secondary Education, *Sex Fairness, Teaching Methods, *Test Interpretation

There are many advantages and disadvantages of ability tests for sex-fairness. Several types of assessment criteria for sex-fair ability grouping could be used in fitness-related activities in the curriculum. Health-related physical fitness tests, designed to measure an individual's health fitness and provide for individual improvement, are not conducive to sex-fair ability grouping. However, health-related fitness test results are appropriate for conditioning-type activities. Skill/activity testing methods for sex-fair ability grouping would be effective in some activities, such as swimming and gymnastics, but not in softball or football. Motor ability testing appears to be the best method for general placement of students in sex-fair ability groups in most activities. Skill/activity and motor ability test results are suitable for sex-fair ability grouping in team and individual/dual sports. Few results of any of the three types of tests are applicable to sex-fair ability grouping in rhythms/dance and recreational activities. Ability grouping methods appropriate to programs in the large high school, the small junior or senior high school, and a flexible, modular-scheduled school differ because of the number of students, diversity of student abilities, number of physical education courses and electives, and time schedules. Techniques recommended for sex-fair coeducational classes would involve: (1) efforts to improve girls' skill and fitness levels; (2) review of physical education goals and objectives; (3) sex-fair curriculum and instruction; (4) balance of males and females in coeducational classes; (5) nondiscriminatory behaviors and attitudes; (6) use of several ability grouping methods; (7) structured learning experiences; (8) safe learning condiditons; (9) fair game play; and (10) individualized instruction. (Author/JD)

ED 224 335 FL 013 378

Takai, Ricky Fetters, William

Language Proficiency of Hispanic High School Students: Descriptive Profile.

National Center for Education Statistics (DHEW), Washington, D.C.
Report No.-NCES-82-246b
Pub Date-Dec 82
Note-22p.; In its: Bulletin, December 1982.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Academic Aspiration, Bilingualism, English, Family Characteristics, High School Students, *Hispanic Americans, *Language Dominance, Language of Instruction, *Language Proficiency, Secondary Education, Spanish, *Spanish Speaking, Surveys

The results of a national longitudinal survey on the language proficiency of bilingual Hispanic American high school students are reported. Graphs and tables display language proficiency data for sophomores and seniors, language background data by ethnic origin, and family and educational background data by proficiency level. The survey addressed the following questions: language spoken as a child, language currently used at home, family background, relative proficiency in English and Spanish, academic achievement, educational aspirations, and amount of bilingual instruction received. Of the Hispanic students, 40 percent had an entirely English speaking background. Among the remaining 60 percent with a Spanish language background, the findings reveal that (1) Spanish is spoken in most of their homes, (2) they have a lower socioeconomic status than the other groups surveyed, (3) they rank lower on academic achievement and aspirations, (4) the majority of the students do not report themselves to be more proficient in Spanish than English, and (5) the Spanish-dominant students more often received bilingual instruction. (RW)

ED 224 436 HE 015 768

Tuttle, Ron

Factors Associated with Enrollments, Applications, and Student Quality in Private Higher Education.

Pub Date- 80
Note-17p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Achievement, Aptitude Tests, Church Related Colleges, Class Rank, *College Applicants, *College Freshmen, *Community Size, Education Majors, *Enrollment Trends, Higher Education, Population Trends, *Private Colleges
Identifiers-*North Carolina

Factors that affect enrollment, applications, and student academic achievement (high school rank and Scholastic Aptitude Test scores) at 38 private colleges and universities in North Carolina were studied, based on data obtained from the Higher Education General Information Survey and the North Carolina Higher Education Data reports. The following variables were assessed: institution size, county population and growth, area population and growth, area student percentage, area student growth, out-of-state percentage and growth, proximity to the University of North Carolina (UNC), institution age, percentage of bachelor's degrees in education awarded in 1973-1974 (education percentage) and the education growth rate, coeducational or single-sex college, the predominant race of the institution, and religious affiliation. Findings include the following: private institutions located in large population areas (600,000 or more) had a greater increase in freshman applications; institutions that enrolled a larger percentage of students in education experienced an increase in applications and enrollments (however, the quality of the students enrolled declined); the academic performance of students in institutions with larger percentages of out-of-state students declined; institutions related to the United Methodist Church showed increases in freshmen enrollments; and the newer institutions reported larger percentage increases in freshmen enrollments. (SW)

ED 224 512 JC 820 555

Brawer, Florence B.

Promoting a Liberal Education.

Center for the Study of Community Colleges, Los Angeles, Calif.
Pub Date-5 Apr 82
Note-14p.; Paper presented at the Annual Conference of the American Association of Community and Junior Colleges (62nd, St. Louis, MO, April 4-7, 1982).
Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Education, Advisory Committees, Articulation (Education), *Community Colleges, Community Services, *Curriculum Development, Curriculum Problems, Honors Curriculum, Humanities, Interdisciplinary Approach, Learning Laboratories, *Liberal Arts, Organizational Objectives, Transfer Programs, Two Year Colleges, Vocational Education

Within a climate characterized by increasingly diverse and nontraditional student populations and by general student disinterest in learning, the liberal arts have declined precipitously in community colleges. Rather than serving primarily as stepping stones to higher education, community colleges now serve mainly as sources of occupational and remedial education and cultural and recreational activities. Transfer programs have become especially weak with little linearity of sequence in the curriculum. At many colleges efforts have been made to restructure and strengthen the liberal arts, including: (1) the integration of liberal arts courses in community services and continuing education into the regular academic program; (2) the placement of liberal arts instruction in occupational courses; (3) the improvement and expansion of interdisciplinary offerings; (4) the extended use of learning laboratories and other student support services in liberal arts courses; (5) closer articulation with high schools; (6) the establishment or expansion of honors programs to attract gifted students; (7) the creation of liberal arts advisory committees to help formulate goals, evaluate programs, and improve job placement; and (8) the development of a liberal arts career program to prepare students for careers for which an understanding of society and good communications skills and work habits would provide a strong foundation. With involvement, dialogue, and outreach, each of these activities could and should be strengthened. (DB)

ED 224 550 JC 830 045

Polk, Barbara B.

Competency-Based Vocational Education: Analysis of an Educational Bandwagon and Implications for Hawaii's Community Colleges.

Hawaii Univ., Honolulu. Office of the Chancellor for Community Colleges.
Spons Agency-Department of Education, Washington, DC.
Pub Date-Sep 82
Note-36p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Adoption (Ideas), Community Colleges, *Competency Based Education, *Educational Change, Educational Innovation, Individualized Instruction, Instructional Improvement, Problems, Program Descriptions, *Program Implementation, *Statewide Planning, Teacher Role, Two Year Colleges, *Vocational Education
Identifiers-*Hawaii

Designed as a resource for administrators and faculty considering the implementation of competency-based vocational education (CBVE), this report addresses the theory and practice of CBVE, the pros and cons of a competency-based approach to instructional organization and delivery, and concerns about CBVE's appropriateness in Hawaii. After introducing the historical antecedents of CBVE, the first section defines the concept; enumerates the characteristics of an individualized, self-paced, open-entry/open-exit, competency-based program; and discusses the instructor's role in CBVE. The second section describes the CBVE programs offered by Central Community College (Nebraska), South Oklahoma City Junior College, the Employment and Training Office (Hawaii), and Hennepin Technical Institute (Minnesota). The advantages claimed for CBVE are discussed in the third section, along with related potential problems and the findings of available research on the method's effectiveness. After warning of the unwiseness of a total commitment to wholly individualized CBVE in Hawaii at this time, the fourth section identifies the concepts and procedures that can be borrowed from the CBVE model to improve instruction. This section explores myths about CBVE, offers suggestions for developing a CBVE course or program, and reviews the procedural modifications necessary to implement such courses. The report concludes with a cautious, positive assessment of CBVE's potential in Hawaii. (AYC)

PS

Stewart, Donald E.
Violence and the Family. Institute of Family Studies Discussion Paper No. 7.
Institute of Family Studies, Melbourne (Australia).
Report No.-ISBN-0-642-88618-0
Pub Date-Oct 82
Note-13p.; Paper presented to the Victorian Association for Mental Health (Australia, July 12, 1982). One in a series of public lectures on Mental Health, Violence and the Community.''
Available from-Editor, Institute of Family Studies, 766 Elizabeth Street, Melbourne, 3000, Australia (no price quoted).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Battered Women, Child Abuse, *Family Problems, Females, Foreign Countries, Prevention, Research Needs, *Social Change, *Victims of Crime
Identifiers-*Australia, *Family Violence

Psychological, sociological and social-psychological variables are involved in most cases of domestic violence in Australia. In general, the modern family faces external forces, pressures, and strains, as well as internal problems such as blurred generational and sex roles. Numerous characteristics of modern life (for example, the collapse of social norms) provide a setting in which violence can easily erupt. Rather than directly causing domestic violence, alcohol use is more likely to act as a trigger in a violent context. Some writers suggest that adequate explanations for domestic violence must be sought in the wider socio-historical context of human existence. To what extent, they ask, are men attempting through force to establish or maintain a patriarchal social order? Research reports from many countries reveal that it is in a marital setting that women are most likely to be involved in violence, in the great majority of cases as victims. Certainly, resources should be provided to preventive programs attempting to alleviate pressures and conditions associated with domestic violence. Additionally, further attention should be given to important issues concerning the power of the police to intervene in domestic situations and the legal rights of all women to be protected from violence in their homes. (RH)

ED 224 609 PS 013 289

Lueck, Marjorie And Others

Trends in Child Care Arrangements of Working Mothers. Current Population Reports, Special Studies P-23, No. 117.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date-Jun 82

Note-80p.

Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 ($4.50).

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Charts, Comparative Analysis, *Day Care, Developed Nations, Early Childhood Education, *Employed Women, Foreign Countries, Labor Force, *Mothers, *Profiles, Tables (Data), *Trend Analysis

Identifiers-Sweden, United States, West Germany

Using data collected in the current population surveys of 1958, 1965, and 1977, this report analyzes the changes that have occurred in the United States in the way women at work provide for the care of their children. Also addressed are issues that both the public and private sectors may encounter in future years; these specifically concern child care services needed by the increasing number of working women with young children. An examination of the child care arrangements used by working women in Sweden and the Federal Republic of Germany (two countries where the demographic conditions and social service systems are quite different from those currently found in the United States) is made in order to provide an idea of how families in other industrialized nations face this issue. Numerous charts and tables of data, illustrating the issues discussed, are included in the report. Definitions, explanations, and descriptions of some aspects of the population survey data are appended, along with a copy of a supplementary questionnaire. (MP)

ED 224 646 RC 013 700

Benally, Louise

Chaa' Dine k'ehji Saad Bee'al'ini Bini' Doonish: Dadiits'a'igii Doo Dabizhi'igii (Beaver: Navajo Language Workbook. Sounds and Symbols). Book 2.

Native American Materials Development Center, Albuquerque, NM.; Rock Point Community School, Ariz.

Spons Agency-Department of Education, Washington, DC.

Pub Date-May 82

Note-122p.; For related documents, see RC 013 696-703.

Available from-Native American Materials Development Center, 407 Rio Grande Blvd, N. W., Albuquerque, NM 87104 ($3.50 each or $25.00 per set).

Language-Navajo

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*American Indian Education, Beginning Reading, *Directed Reading Activity, Elementary Education, *Phonics, Reading Instruction, Reading Programs, Workbooks, *Writing Exercises

Second book in the Chaa''' series, the word workbook allows the student to distinguish and identify similar consonants and vowel sounds in the Navajo language in supplementary oral and writing activities. Black line illustrations are accompanied with new words and symbols to give the student an idea of the association of symbol and sound. Space is provided for students to write the symbols and words in Navajo and in some instances a complete sentence in Navajo. This workbook should be used in conjunction with the Chaa''' teacher's guide and reader-workbook. (ERB)

ED 224 765 SO 014 446

Schug, Mark C. And Others
Why Kids Don't Like Social Studies.
Pub Date-Nov 82
Note-26p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Boston, MA, November, 1982).
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Attitude Measures, *Course Content, Educational Research, Elementary Secondary Education, Grade 6, Grade 12, *Instructional Improvement, *Negative Attitudes, *Social Studies, *Student Attitudes

A survey of 6th and 12th grade students in a Midwest school district reveals largely indifferent or negative attitudes toward social studies subjects. Forty-six students responded to questions which asked them to name the most important, favorite, and least favorite subjects and to recall what was interesting and uninteresting in former social studies classes. English, mathematics, and reading ranked ahead of social studies as most important; the majority of students based their decisions on skills needed for future careers. Seventeen percent chose social studies as the most important subject. Social studies ranked neither high nor low as a favorite or least favorite subject. Student comments indicate that it is not perceived as a particularly enjoyable subject and is not considered especially difficult. Elementary students enjoyed history and cultural studies while senior high students favored psychology, sociology, and anthropology. Many students found social studies content boring, citing that the information is too far removed from their experience, too detailed, or too repetitious. These reasons suggest the need to strive for greater variety in instruction and provide more opportunities for student success. (KC)

ED 224 804 TM 810 968

Beaton, Albert E.

Interpreting Least Squares without Sampling Assumptions.

Educational Testing Service, Princeton, N.J.
Report No.-ETS-RR-81-38
Pub Date-Oct 81
Note-80p.
Available from-Educational Testing Service, Research Publications R116, Princeton, NJ 08541.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Goodness of Fit, *Least Squares Statistics, *Mathematical Models, Measurement Techniques, *Regression (Statistics), Research Methodology, *Sampling, Statistical Analysis
Identifiers-Data Interpretation, *Inference (Statistical), *Linear Models, Randomization

Least squares fitting process as a method of data reduction is presented. The general strategy is to consider fitting (linear) models as partitioning data into a fit and residuals. The fit can be parsimoniously represented by a summary of the data. A fit is considered adequate if the residuals are small enough so that manipulating their signs and locations does not affect the summary more than a pre-specified amount. The effect of the residuals on the summary is shown to be (approximately) characterized by the output of standard regression programs. The general process of linear fitting models by least squares is covered in detail and discussed briefly in its relationship to standard hypothesis testing and to Fisher's randomization test. Fitting in weighted least squares and a comparison of fitting to standard methods are also discussed. It is shown that some of the output (e.g., standard errors, t, F, and p statistics) from standard regression programs can be interpreted as approximate measures of goodness-of-fit of a model to the observed data. The interpretation is also applicable in weighted least squares situations such as robust regression. (PN)

ED 224 844 UD 022 475

Grant, Linda

Black Females' Place'' in Desegregated Classrooms.

Spons Agency-National Inst. of Mental Health (DHHS), Rockville, Md.

Pub Date-Sep 82

Note-26p.; Paper presented at the Annual Meeting of the American Sociological Association (San Francisco, CA, September, 1982). NIMH Predoctoral Trainee Grant in Sociology and Social Policy supported portions of research.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Academic Ability, *Black Students, Classroom Desegregation, Ethnography, Feedback, *Females, Grade 1, *Interpersonal Competence, Males, Peer Relationship, Primary Education, Sex Differences, *Social Behavior, Socialization, Student Behavior, *Student Teacher Relationship, *Teacher Attitudes, Teacher Behavior, Whites

Ethnographic observations and teacher interviews were conducted in desegregated first grade classrooms to examine teachers' attitudes toward black female students, black females' orientations toward teachers, and black females' peer expectations. The research indicated that: (1) teachers considered black girls to have average or slightly below average academic skills; (2) in assessing academic work, teachers mentioned social skills more often for black girls than for white girls or boys of either race; (9) teachers encouraged black girls to pursue social contacts rather than to work for high academic achievement; (4) black girls received more teacher feedback for classroom behavior than for academic work; (5) teachers chatted with black girls less often than with other children; (6) black girls were more likely to enforce teachers' rules than white girls or boys of either race; (7) black females were less likely to approach the teacher than white females, but were more likely to do so than black males; (8) black girls had the most extensive peer ties of all students; and (9) black females used physical violence and verbal aggressiveness less frequently than males but more often than white females. It is suggested that black girls' socialization in classrooms is consistent with normative roles for black women in contemporary society. (Author/MJL)

ED 224 419 HE 015 741

Leong, Frederick T. L. Sedlacek, William E.

A Survey of Incoming International Students. Research Report Maryland Univ., College Park. Counseling Center.

Pub Date-Jun 82
Note-25p.
Available from-Counseling Center, University of Maryland, College Park, MD 20742.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Academic Aspiration, Career Planning, College Choice, *College Students, Educational Background, Foreign Countries, *Foreign Students, Higher Education, Institutional Research, Occupational Aspiration, Political Attitudes, Questionnaires, Student Adjustment, Student Attitudes, *Student Characteristics, *Student College Relationship
Identifiers-*University of Maryland College Park

The general background, views of the university, career and educational plans, academic skills, and personal development of incoming international students at the University of Maryland, College Park (UMCP), were surveyed. Students were also given the opportunity to indicate their social and political attitudes and their specific concerns about adjusting to the university. The UMCP international students were quite similar in terms of general characteristics to a national sample, as reported by the Institute for International Education (IIE) in its annual survey. The majority of both samples came from South and East Asia, followed by the Middle East. However, unlike the IIE sample, the UMCP sample consisted of both immigrant and nonimmigrant students. Sixty-one percent of the sample were males and 66 percent were undergraduates. Half of the respondents had been in the United States for less than a year. Forty-three of the incoming international students had graduated in the top 10 percent of their class, and 47 percent expected to earn a doctoral degree in their lifetime. For 67 percent of the students, UMCP was their first choice, while it was second choice for 22 percent. Fifty-seven percent of the respondents chose investigative occupations as part of their occupational goals, followed by social (17 percent) and enterprising (10 percent) occupations. In terms of adjusting to college, the international students were most concerned about meeting financial expenses and budgeting time, and least concerned about selecting a field of study and/or career, and getting to meet and know other students. Some of the questionnaire items are included. (SW)

ED 224 453   IR 010 398

Weber, Sandra, Ed.

Manual for the Development and Day to Day Operation of an In Hospital Health Education Library: A Model Implemented by Volunteers. Sarah K. Davidson Family-Patient Library.

Rochester Univ., NY. Strong Memorial Hospital.

Pub Date-81

Note-32p.; For related document, see IR 010 399.

Available from-Dept. of Pediatrics, Strong Memorial Hospital of the University of Rochester, Box 777, 601 Elmwood Ave., Rochester, NY 14642 ($15.00 prepaid).

Pub Type- Guides - General (050) - Reports - Descriptive (141)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Classification, Health Materials, *Hospitalized Children, *Hospital Libraries, *Library Circulation, Library Collections, Library Services, *Library Technical Processes, Patient Education, Pediatrics, Records (Forms), Volunteers

Identifiers-Library Funding

This manual presents the policies and procedures of the Sarah K. Davidson Family-Patient library, which provides information on children's health problems for pediatric inpatients and their families at the Strong Memorial Hospital of the University of Rochester, New York. The development of the library, and its classification, library use, acquisitions, circulation, and overdue policies are described. Library procedures are outlined for the maintenance of accession and shelf lists; the processing of books, pamphlets, periodicals, and audiovisual materials; and the registering of borrowers. Also provided are a list of library circulation and overdue procedures, a list of duties for the volunteer staff who keep the library open, a discussion of library funding, and a list of sources for the rental and purchase of patient health education audiovisual materials. The manual concludes with samples of 14 cards, notices, instruction sheets, and other forms used in the daily operation of the library. (Author/ESR)

ED 224 493 IR 050 034

Moore, John A.
Academic Abbreviations and Acronyms.
California Univ., Riverside.
Pub Date-81
Note-89p.
Pub Type- Reference Materials - Vocabularies/Classifications (134)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Abbreviations, *Higher Education, International Organizations, Public Agencies

This list of over 2,500 acronyms and abbreviations likely to be encountered in academe, together with their definitions, is arranged in alphabetical order by acronym. U.S. government agencies and international organizations of academic interest are included. Cross references, multiple definitions, and brief scope notes are provided where required, as well as the addresses of a few organizations. The publication begins with a list of four other acronym dictionaries and concludes with listings of U.S. airport abbreviations and the official two-letter abbreviations for states and U.S. territories. (Author/ESR)

ED 224 531 JC 830 007

Kapraun, E. Daniel
Forest Park Academic Advising Handbook.
Saint Louis Community Coll. at Forest Park, Mo.
Pub Date-Nov 82
Note-311p.
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01/PC13 Plus Postage.

Descriptors-Academic Advising, *Administrative Policy, Community Colleges, *Degree Requirements, Educational Counseling, *Occupational Information, Program Guides, *Transfer Programs, Two Year Colleges, *Vocational Education

Designed to facilitate the academic counseling and advising process, this handbook provides comprehensive information pertaining to all transfer and career programs offered at the Forest Park Campus of St. Louis Community College. Section I provides general information on placement, tests, selective or restrictive programs, student status, summer credit hour load, deadlines for graduation applications, and a review of student forms. Appendices to this section provide placement information related to composition, math, and reading programs; samples of 14 student forms; and veterans' and financial aid information. Section II supplies information on each of the programs in the Business/Social Sciences, Humanities, Life Science, and Science and Technology Divisions and in the Institute for Continuing Education. For each program, the handbook provides a job description or examples of careers in the field; general information on Forest Park's program; material on the professional characteristics that students considering the program should possess, employment prospects and salary, special admissions procedures, entrance and grade requirements, eligibility, course load, program transferability, special costs, specific financial aid, and instructional approaches used; curriculum outlines; and sources of additional information about the program. (AYC)

ED 224 570 PS 013 238

Nauta, Marrit J. And Others

The Effects of a Social Program: Executive Summary of CFRP's Infant-Toddler Component. Child & Family Resource Program Evaluation.

Abt Associates, Inc., Cambridge, Mass.

Spons Agency-Administration for Children, Youth, and Families (DHHS), Washington, D.C. Project Head Start.

Pub Date-30 Sep 82

Contract-HHS-105-79-1301

Note-46p.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Delivery Systems, Demonstration Programs, *Developmental Programs, *Family Characteristics, *Family Programs, *Infants, Program Administration, Program Descriptions, Program Effectiveness, Program Evaluation, Public Policy, Research Methodology, Staff Development

Identifiers-Administration for Children Youth and Families, *Child and Family Resource Program, Developmental Continuity, Project Head Start, *Toddlers

In 1973, the Head Start Division of the Administration for Children, Youth and Families (ACYF) initiated a Child and Family Resource Program (CFRP) demonstration. As part of Head Start, CFRP had as its primary goal enhancing children's development. The demonstration was designed to develop models for service delivery that could be adapted by different communities to serve different populations. CFRP operated in 11 sites, with each program receiving approximately 178,000 to 199,000 dollars per year to serve from 80 to 100 low-income families. In October of 1977, a longitudinal evaluation was initiated by ACYF in five sites. The evaluation employed an experimental design supplemented by descriptive and qualitative methods and focused primarily on CFRP's Infant-Toddler Component, the portion of the program serving children from birth or the prenatal period until 3 years of age. This report summarizes the operation and effects of the Infant-Toddler Component. Chapter 1 provides a close-up portrait of CFRP in operation, while chapter 2 deals with the effects and effectiveness of CFRP. The third and final chapter draws implications for policy and program management. The design of the CFRP evaluation, study components, measures, and statistical methods employed are described in an appendix. (RH)

Nyikana, H. K.

Pupil Repetition in the Primary Schools of Ciskei.

Report No.-ISBN-0-86886-107-3
Pub Date-Jul 82
Note-232p.; Master's Thesis, University of Orange Free State, Bloemfontein.
Available from-Prof. D. Vermaak, Research Unit for Education System Planning, University of the Orange Free State, P.O. Box 339, Bloemfontein, 9300 R S A (R8.00 each).
Pub Type- Dissertations/Theses - Masters Theses (042)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Attendance, Class Size, Comparative Analysis, Cost Effectiveness, Cross Cultural Studies, *Developing Nations, Educational Assessment, *Educational Economics, Elementary Education, *Elementary School Students, *Failure, Females, Foreign Countries, *Grade Repetition, Males, Parent Attitudes, Poverty, Rural Areas, State Surveys, Student Teacher Ratio, Tables (Data), Teacher Effectiveness, Teacher Qualifications
Identifiers-*Impact Studies, *South Africa (Ciskei)

The study examined the phenomenon of repeaters as a part of wastage via a review of the literature on the subject and a 5-year study (1977-81) of primary schools in Ciskei. The literature revealed that the impact of repeaters on educational system manifests itself in different ways, i.e., large classes, high drop-out rate, the demoralizing effect of repeaters on other pupils, and the high cost of repeaters. It revealed that most developing nations have a high incidence of repetition of grades, particularly in the first and last grades of primary school. The Ciskei study of percentage of repeaters by year and standard was accomplished through questionnaires and interviews with teachers, principals, and government officials. It revealed that repetition of grades in Ciskei primary schools neither increased nor decreased; incidence of repetition of standards was highest in the higher primary section of schools; more boys than girls tended to repeat; and no direct connection was found between size of school and percentage of repeaters. Factors contributing to repeaters included: irregular attendance, high pupil-teacher ratio, uninterested parents, poverty, lack of facilities, motivation, teaching methods, and inadequate qualifications of teachers. Nine recommendations are provided for possible solution to the problem. (AH)

ED 224 665 RC 013 719

Kay, Steve And Others

The Effect of School Consolidation on Fidelity to Traditional Value Systems.

Kentucky State Univ., Frankfort. Office of Education/Psychology Research.

Spons Agency-Cooperative State Research Service (DOA), Washington, D.C.

Pub Date-Dec 82

Grant-KYX1577000005

Note-24p.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Consolidated Schools, Elementary Secondary Education, Extended Family, Grade 4, Grade 10, History, *Influences, *Parent Child Relationship, *Rural Areas, Rural Schools, School Districts, Socioeconomic Background, *Values

Identifiers-*Kentucky, *Traditionalism

Two rural Kentucky counties were sites for a survey measuring the effect of school consolidation on the transmission of values between parents and children. Owen County, in central Kentucky, has a completely consolidated school system. Johnson County, in eastern Kentucky, has a county system with multiple elementary sites and an independent system. In Johnson County, 177 fourth graders, 525 tenth graders, and 88 parents were surveyed. In Owen County, 128 fourth graders, 123 tenth graders, and 64 parents were surveyed. Traditional community values chosen for examination were social responsibility, acceptance of authority, individualism, expression vs. restraint, equalitarianism, and localism vs. cosmopolitanism. It was expected that in the highly consolidated school system the effects of consolidation would be reflected in a greater disparity between values of parents and their children. Results indicated various social, economic, and cultural influences have greater impact than consolidation on values held by individuals. Knowledge of the history and economic development of the two differing areas came to be seen as fundamental for an adequate interpretation of results. (Author/BRR)

ED 224 824 TM 830 007

College-Bound Seniors Report, 1981-82.
Connecticut State Board of Education, Hartford. Bureau of Research, Planning, and Evaluation.
Report No.-BRPE-83-4
Pub Date-Nov 82
Note-25p.
Pub Type- Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Academic Achievement, Academic Aptitude, *Academic Records, *College Bound Students, *College Entrance Examinations, *College Planning, High Schools, *High School Seniors, *Scores, Student Characteristics, Test Results
Identifiers-College Board Achievement Tests, College Entrance Examination Board, *Connecticut, *Scholastic Aptitude Test, Student Descriptive Questionnaire, Test of Standard Written English

The eighth annual report produced by the Bureau of Research, Planning, and Evaluation analyzes the Scholastic Aptitude Test (SAT) scores of Connecticut's college-bound seniors presented to the State Department of Education by the College Board. This is the second report that comprehensively presents data from the Student Descriptive Questionnaire regarding students' characteristics, their high school record, and their college plans, in addition to test scores on the verbal and mathematics SAT, the test of Standard Written English, and the College Board Achievement Tests in English Composition, Mathematics I, American History, Biology, Chemistry, and Spanish. (Author/PN)

ED 224 386 HE 015 649

Olagunju, Amos O.

MIS/TIS/IR Seven-Year, Long-Range Plan: Developed to Substantiate a Request for Title III SDIP Funds.

Barber-Scotia Coll., Concord, N.C.

Spons Agency-Department of Education, Washington, DC.

Pub Date-Dec 81

Note-26p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Black Colleges, College Administration, *College Desegregation, *College Planning, Data Collection, *Developing Institutions, Evaluation Criteria, Federal Aid, Financial Support, Higher Education, Information Needs, *Institutional Research, *Management Information Systems, *Master Plans, Organizational Objectives, Program Proposals, Reports

Identifiers-*Barber Scotia College NC, Higher Education Act Title III

A seven-year master plan for Barber-Scotia College, which was needed to substantiate requests for federal grants for Strengthening Developing Institutions (SDIP) under the Title III program, is described. An outline for developing a long-range plan is also presented that features: college role, admission policies, enrollment, student recruitment, retention policies, degree and nondegree programs, summer school, student development center, student activities, research, public service, federal funds, physical facilities, computer system, academic advising, administrative organization, faculty development, student financial aid, expenditures, and evaluation activities. The following offices within Barber-Scotia provided reports to the Title III program coordinator: academic affairs, management information system/institutional research (MIS/IR), Center for Development and Resources, administrative improvements, placement and counseling, and student affairs. For each activity, attention was directed to the problem area and the rationale for requesting support, objectives, implementation strategies and activities, required resources, cooperative arrangements, and performance evaluation measures. Portions of a proposal to improve the functions of the MIS/IR Office are presented that consider the proposed functions of the office (e.g., policy formation and planning support), the human resources needed, and costs involved. Specific types of statistics to be collected are identified, along with proposed annual activities and performance evaluation measures for each activity. (SW)

ED 224 403 HE 015 711

McDonald, R. J. Gough, J. E.

Audio Cassettes in External Studies.

Spons Agency-Australian Education Research and Development Committee, Canberra.
Pub Date-Jun 80
Note-32p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Audiotape Cassettes, College Students, *Extension Education, *External Degree Programs, Foreign Countries, Higher Education, Institutional Research, *Instructional Materials, *Listening Habits, *Student Attitudes, Use Studies
Identifiers-*Australia, Deakin University (Australia), Murdoch University (Australia)

The use of audio cassettes in external studies in Australia was studied. External students enrolled in four courses at Murdoch and Deaken Universities, were surveyed by mailed questionnaire to ascertain how they use audio cassettes provided as part of their course materials. Murdoch University respondents allowed comparisons to be made between usage when tapes were deemed essential in contrast to their being provided as enrichment only. Deakin respondents included both internal and external students but the response rate for internal students was too low to allow valid comparisons to be made. In addition, discussions were held with staff involved in coordinating the courses to determine the purpose of the cassettes and the use they expected to be made of them. The results generally showed that audio cassettes were highly valued by students and listened to seriously whether they were deemed essential or only for enrichment. Many students listened to tapes more than once, took notes, and used them in preparation for assignments or examination revision. The motivating value of audio cassettes and their value in reducing feelings of isolation was emphasized by a substantial number of students. While most students stopped the 45-minute tapes only once or twice or not at all, a large majority of the respondents stopped tapes at least several times to replay sections. Many external students listened to tapes more than once, more than 70 percent listened to tapes while undertaking some routine chore, and 77 percent usually listened to tapes when they could isolate themselves. It is recommended that more guidance be given to students to improve their skills in using tapes effectively and that training programs be offered to develop the skills of staff in producing audio programs. A questionnaire is appended. (SW)

ED 224 473 IR 010 525

Lee, Hwa-Wei Mulliner, K.

International Exchange of Librarians and the Ohio University Internship Program.

Pub Date-12 Jul 82

Note-12p.; Paper presented at the Annual Conference of the American Library Association International Relations Round Table (Philadelphia, PA, July 12, 1982).

Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Higher Education, Individual Needs, *International Educational Exchange, International Organizations, *International Programs, *Internship Programs, *Library Education, Library Personnel, Library Schools, *Professional Training, Technology Transfer

Many international exchange opportunities are available for American librarians in overseas work, teaching, and consulting. Exchange agreements can be made using personal contacts, privately funded and government programs, and notices in publications. Internships for Asian librarians are available through a library internship program, which was inaugurated in 1979 at Ohio University, and designed to provide experience in modern library practices and concepts for middle- and upper-level professionals (including management personnel and library science faculty) in some Asian nations. Another cooperative program provides graduate library education at Simmons College and practical training at Ohio University for a staff member from the Institute of Scientific and Technical Information of China. The internship program has special features, including adaptation of the program to individual interns' needs. Internships benefit the participants professionally and strengthen their country's human resources, besides providing rewards for American librarians and libraries and fostering international cooperation and understanding. (Author/LMM)

ED 224 494 IR 050 035

Walsh, Jackie A Guy, R. Meade

The Alabama Information and Development System (AIDS): State Dissemination Capacity Building Grant. Final Report.

Alabama State Dept. of Education, Montgomery. Div. of Research and Information Services.

Spons Agency-National Inst. of Education (ED), Washington, DC.

Pub Date-Sep 81

Grant-NIE-G-76-0052

Note-234p.; Best available copy.

Pub Type- Reports - Descriptive (141) - Tests/Questionnaires (160)

EDRS Price - MF01/PC10 Plus Postage.

Descriptors-Charts, *Educational Resources, Federal Aid, *Information Dissemination, Information Services, Maps, Online Systems, Program Descriptions, Questionnaires, Reference Services, School Districts, Shared Services, *State Departments of Education, State Programs, Tables (Data)

Identifiers-*Alabama, *State Capacity Building Program, State Dissemination Grants Program

This report summarizes the activities and impact of the Alabama Information and Development System (AIDS), an educational resource project funded from 1976 to 1981 by a federal Dissemination Capacity-Building Grant. Computerized literature searches, collection of information on local educational programs in an Alabama Resource File, coordination of a network of local linkers for dissemination of educational information, and other AIDS services to the State Department of Education, intermediate agencies, and local school systems are identified in the introduction. Seven additional report sections comprise: (1) a summary of components and activities of the AIDS program, organized in relation to 10 program objectives; (2) a collection of charts listing AIDS accomplishments; (3) a discussion of institutionalization of AIDS and its future state funding; (4) an examination of AIDS involvement in promoting educational equity; (5) a description of AIDS impact on Alabama's educational system; (6) a presentation of user responses to AIDS services, and general guidelines related to dissemination of information on educational resources; and (7) a collection of six exhibits including forms, maps, questionnaires, and survey results from the AIDS program. Twenty tables and 27 maps and charts are provided in the body of the report. (ESR)

ED 224 685 SE 039 392

Energy 80 for the 1981-82 School Year. Enterprise for Education, Santa Monica, CA.
Pub Date-80
Note-37p.; For related document, see SE 039 735.
Available from-Enterprise for Education, Suite 2134, 10960 Wilshire Blvd., Los Angeles, CA 90024.
Pub Type- Guides - Classroom - Learner (051)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Coal, Elementary School Science, Elementary Secondary Education, *Energy, Energy Conservation, Environmental Education, *Fuels, Junior High Schools, Nuclear Energy, *Power Technology, Science Education, *Secondary School Science, *Social Studies, Solar Radiation, Utilities
Identifiers-*Energy Education

Energy 80 is a booklet of energy topics for junior/high/middle school students. The topics are presented in 16 short sections (spreads). Topics include: energy forms; energy rules; solar energy; food energy; origin of fossil fuels; coal; oil and gas production and consumption; nuclear fission; renewable energy sources; history of United States energy; energy production and consumption (in flow chart format); investing in energy; buying energy abroad; saving energy at home; energy and happiness; and conservation in business and industry. Colorful drawings are provided to illustrate the energy topics and concepts discussed in each section. A list of questions to answer (suggesting that the questions be answered on a separate piece of paper) is included in the first page of the booklet. It is indicated in the teachers' guide designed for use with this booklet that although designed for junior high/middle schools students in science and social studies classes, the booklet was found suitable for use in upper grades and, to a lesser extent, in upper elementary grades. (JN)

Benson, Bernard W., Ed.

Teaching Children Science: Changing Adversity into Advocacy. 1983 AETS Yearbook.

Association for the Education of Teachers in Science.; ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
Spons Agency-National Inst. of Education (ED), Washington, DC.
Pub Date-Dec 82
Contract-400-78-0004
Note-231p.
Available from-Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($7.50).
Pub Type- Information Analyses - ERIC Information Analysis Products (071) - Reports - Descriptive (141)
EDRS Price - MF01/PC12 Plus Postage.
Descriptors-*Educational Objectives, Educational Technology, Elementary Education, *Elementary School Science, Environmental Education, *Intellectual Development, Interdisciplinary Approach, Microcomputers, Program Descriptions, *Science Curriculum, Science Education, *Science Instruction, Science Programs, Special Education, *Teacher Education
Identifiers-*Energy Education

The intent of this yearbook is to provide a positive posture for nurturing desirable changes in the status of science teaching. It is written for elementary school teachers and all who are involved or concerned with curriculum and instruction in the elementary school. The yearbook provides the basis for continued professional growth of teachers by stressing ways to logically and realistically infuse science and science-related instructions into schools and to assure that science will remain valued as new patterns of schooling evolve. As a means of promoting science relevancy and literacy, interfaces between science teaching and other areas of human concern are identified and a rationale for encouraging and defending the desired state of science teaching is provided. The book is organized into four parts: providing focus, establishing credibility, exploring interfaces, and discovering applications. Chapters 1 and 2 focus on science teaching and science teaching goals. Chapters 3-5 focus on valuing (1) science content; (2) preparation in science methodology/goals; and (3) the infusion process. Chapters 6-12 address relationships between science teaching and personal/career concerns, children's intellectual development, educational technology (microcomputers) environmental concerns, energy concerns, special education concerns, and cultural concerns respectively. Perspectives from practitioners and on professional growth are addressed in chapters 13 and 14. (Author/JN)

ED 224 725 SE 039 857

Bhat, J. L., Ed. Bandhu, Desh, Ed.

International Conference on Environmental Education (Vigyan Bhavan, New Delhi, India, December 16-20, 1981). Abstracts.

Indian Environmental Society, New Delhi.
Pub Date-81
Note-130p.
Available from-Indian Environmental Society, 8, Darya Ganj, New Delhi-110002, India.
Pub Type- Reports - Descriptive (141) - Reference Materials - Bibliographies (131)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Abstracts, Agriculture, *Course Descriptions, Ecology, *Educational Objectives, Elementary Secondary Education, *Environmental Education, Foreign Countries, Fuels, Higher Education, Interdisciplinary Approach, Mass Media, *Physical Environment, *Pollution, Postsecondary Education, *Program Descriptions, Science Education
Identifiers-*India

Abstracts of papers presented at the International Conference on Environmental Education are included in this document. Although title, author(s), and abstract are provided for each of the 124 entries, a table of contents and author/subject index are not included. Topics and issues addressed focus on various aspects of environmental education curriculum, instruction, instructional strategies, courses, programs, and specific topics (such as education in landscape architecture) at all educational levels. These include, among others, environmental degradation and the future of man; planning for culturally relevant environmental education; newspapers' role in educating the masses on environmental education issues in India; the relationship between population education and environmental education; the role of environmental education in society; environmental education for professionals/decision-makers in physical planning; the importance of integrated earth-science studies; instructional model for environmental education; anthropology and environmental education; awareness versus education on environment; the role of research and development institutions in environmental education; the teaching of environmental geoscience in Indian universities; needs of global environmental policy for using fossil fuels; climatic control of agroecosystems in western India; women's health risk problems associated with traditional fuels use and energy alternatives in India; and the education necessary for a scientific assessment of environmental impact of water development projects. (JN)

ED 224 745 SO 014 406

Evans, Charles S. Weible, Tom

Parents Expect More Than the Three R's in the Elementary Grades.

Pub Date-Nov 82

Note-13p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Boston, MA, November, 1982).

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Educational Needs, Educational Objectives, Educational Research, *Parent Attitudes, Rural Areas, *Social Studies, Student Participation, Suburbs, Surveys, Teaching Methods

Parents of fifth and sixth grade pupils from a suburban St. Louis (Missouri) community were surveyed to ascertain their perceptions concerning the importance of elementary social studies and how it should be taught. More specifically, the investigation determined if parents' perceptions were consistent with the revised National Council for the Social Studies (NCSS) Curriculum Guidelines, since these represent what authorities in the field deem essential for an effective social studies program. The survey was distributed to 767 parents, with 215 responding. Survey items were extracted from the first seven major guideline areas of the NCSS guidelines. Parents overwhelmingly agreed that social studies is an important part of the elementary curriculum, and their perceptions are more consistent with the Revised NCSS Curriculum Guidelines than with what is occurring in the field. The findings suggest that perhaps schools should reconsider exaggerated commitments to a curriculum based on the 3 R's and focus attention on developing a well-rounded curriculum that will prepare students to deal with the issues of the 21st century. (Survey results are reported in a table by percentages which includes tabulated results from a pilot study conducted with parents in a rural midwestern community.) (RM)

ED 224 766 SO 014 447

Berryman, Charles Schneider, Donald O.

Patterns of Work Experience among High School Students: Educational Implications.

Pub Date-Nov 82

Note-18p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Boston, MA, November, 1982). Not available in paper copy due to marginal legibility of original document.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*Academic Achievement, Black Students, Females, *Financial Needs, High Schools, High School Students, Males, Part Time Employment, Rural Schools, Sex Differences, Social Science Research, Student Employment, Urban Schools, White Students, *Work Attitudes, *Work Experience

The work experience of high school students is investigated, including type of work, amount of time worked, reasons for jobs away from home, effect of work on school performance and activities, and reasons for not being employed. The sample consisted of 1,227 urban and rural secondary school students in 14 Georgia high schools, 35.9 percent of which were white males, 38.5 percent white females, 9.9 percent black males, and 14.4 percent black females. Over 86 percent reported work responsibilities at home requiring ten hours or less weekly; 34 percent reported that they held jobs outside the home, with the majority working 21 or fewer hours per week. Those with jobs worked to purchase luxury items, have spending money, operate a car, save for college, or to gain work experience. Black students appeared to have fewer opportunities for jobs; suburban students had the most opportunities. The most notable finding was the lack of relationship between academic achievement and work in and out of the home. A substantial number of non-job holders indicated that they did not know the procedures for finding a job. The positive effect of part-time work experience, job knowledge, and reading achievement on employment status provides support for encouraging limited work experience for high school students. (KC)

SP

ED 224 786 SP 021 537

McGonagle, Kenneth Stevens, Ann

A Practical Approach to Sex Fair Performance Evaluation in Secondary Physical Education.

Spons Agency-Illinois State Board of Education, Springfield.
Pub Date-Aug 81
Note-22p.; Paper presented at the Physical Education Ability Grouping and Performance Evaluation Symposium (Ottawa, IL, August 13-14, 1981). For related document, see ED 222 490.
Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Athletics, Coeducation, Evaluation Criteria, *Evaluation Methods, *Grading, Performance Factors, Physical Activities, *Physical Education, *Physical Fitness, Psychomotor Skills, Scoring, Secondary Education, *Sex Fairness, *Student Evaluation

A method of sex-fair performance evaluation is presented which can be used in coeducational secondary school physical education classes. This method tallies specific skill areas associated with athletic activities, disregarding such concepts as student improvement, level of competition, participation, effort, and exact skill measurement. Performance assessment methods for six physical education areas archery, badminton, gymnastics, softball, swimming, and volleyball are shown. All students are evaluated with the same criteria for each activity. Skills are scored on a range from 0 to 3, and the total score is incorporated into the department grading system for the unit grade. Examples of the applicability of the evaluation method in four high schools are given, showing alternative criteria and point conversion approaches. Appended to the report are evaluation and grading statements from 3 high school departments of physical education and a list of 13 references. (Authors/FG)

ED 224 336 FL 013 379

Levenston, E.A. And Others

Discourse Analysis and the Testing of Reading Comprehension by Cloze Techniques.

Pub Date-Aug 82

Note-31p.; Paper presented at the International Symposium on Language for Special Purposes (Eindhoven, The Netherlands, August 2-4, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*Cloze Procedure, Cohesion (Written Composition), Context Clues, *Discourse Analysis, *Reading Comprehension, Reading Instruction, Reading Tests

The discourse cloze, an alternative cloze procedure, is described. It is argued that in the regular cloze procedure many of the words can be supplied from the micro'' context, and thus the regular cloze is not necessarily a test of reading comprehension on the macro'' level. In the discourse cloze approach, all words deleted from a passage of continuous discourse are markers of cohesion, of relationships between propositions. The discourse cloze may prove to be a better test of readers' overall grasp of a text because successful performance depends on the ability to reconstruct the underlying macro propositions. Examples are given of the range of markers that can be deleted in a discourse cloze, including anaphoric reference, substitution, ellipsis, conjunction, and lexical devices. The psychological processes involved in restoring them to the text are discussed. The discourse cloze technique is also promising as a method for teaching reading comprehension and as an approach to research on reading comprehension. (Author/RW)

ED 224 355 HE 015 600

Kimble, Gregory A.

Background Materials for Chairman's Workshop. 5th Edition.

Pub Date-15 Jul 74

Note-90p.; Materials prepared for workshop given by the National Council of Graduate Departments of Psychology, American Psychological Association (July 15, 1974).

Pub Type- Guides - Non-Classroom (055) - Speeches/Meeting Papers (150) - Tests/Questionnaires (160)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-*Administrator Role, *Budgeting, *Department Heads, Departments, Faculty Evaluation, Faculty Workload, Graduate Students, *Graduate Study, Higher Education, Personnel Policy, *Psychology, School Organization, Teacher Administrator Relationship, Teacher Morale, Teacher Promotion

Information for newly appointed heads of graduate departments of psychology is presented as background material for the 1974 Chairman's Workshop. Topics include the following: the budgetary situation, pressures for increased teaching loads, effects upon recruiting faculty, faculty morale, graduate and undergraduate student morale, the intellectual situation, civil liberties, minority groups, the structure of universities, the role of the department head, strengthening the department, the departmental budget, and personal style. It is suggested that the academic world is dominated by insufficient funds to accommodate current levels of activity, much less support expansion, and a rapidly changing intellectual situation that brings special pressures for academic administration. As a result, university administrators are paying more attention to faculty productivity and workload, and psychology appears to be moving from a period of high specialization to the orientation of the generalist. Three levels of administration are considered: the upper or central administration, colleges and schools, and the department. The department head position is examined in relation to the roles of leader, manager, and passive caretaker. Additional concerns include faculty recruitment and appointment; faculty development; salary recommendations; and teacher promotion, tenure, and dismissal. Appended materials include a sample constitution, procedures for reappointment and promotion, and university standards on personnel action. (SW)

ED 224 371 HE 015 634

Rosenthal, Steven J.

Racism and the Campus Environment: Student Attitudes and Perceptions.

Pub Date-19 Jul 79

Note-11p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University. The paper was also presented at the National Conference on Desegregation in Higher Education (Raleigh, NC, July 19, 1979).

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Black Attitudes, *Black Students, *College Desegregation, College Environment, *College Segregation, Compliance (Legal), Equal Education, Higher Education, Institutional Research, *Racial Bias, Racial Discrimination, Racial Integration, *Student Attitudes, Student College Relationship, Student Teacher Relationship, Urban Universities, *White Students

Identifiers-*Old Dominion University VA, Virginia

Attitudes and perceptions of Old Dominion University students regarding the desegregation controversy and the university environment were surveyed. The study sample consisted of 363 whites and 136 blacks: about 1 out of 20 full-time white undergraduates and 1 out of 4 full-time black undergraduates. In addition to Likert-type attitudinal questions, the questionnaire allowed respondents to indicate whether they had observed or encountered various forms of racism within the university. With regard to an agreement between Governor Dalton and the federal government to further desegregate Virginia colleges and universities, almost three-fifths of the black respondents favored further desegregation (either supported the agreement or felt it did not go far enough); less than one-fourth of the white respondents did, and over one-third of the whites felt that the agreement went too far. Nearly three-fourths of the black respondents disagreed with Virginia political leaders' claim that equal educational opportunities for blacks and whites have already been established. An even larger proportion felt that there were too few blacks at the predominantly white Old Dominion University. Two-thirds of the black respondents agreed with the statement that campus life is too segregated, and one-third felt that many faculty at the university were prejudiced against blacks. In contrast, a majority of white respondents believed that equal educational opportunities for blacks and whites exist, only about one-fourth saw the university as too segregated, and seven percent believed that many faculty are prejudiced against black students. Black and white respondents also showed a marked divergence in their perceptions of racism within the university. (SW)

ED 224 437 HE 015 770

Markert, Ronald J.

Stability and Change of Medical Specialty Choice, Wright State University School of Medicine. Classes of 1981 and 1982, Report No. 7

Wright State Univ., Xenia, OH. School of Medicine.

Pub Date-Aug 82

Note-23p.; This study was partially funded by the Miami Valley Area Health Education Center. Papers prepared by the Group on Evaluation, Department of Postgraduate Medicine and Continuing Education.

Available from-Wright State University, School of Medicine, Xenia, OH 45385.

Pub Type- Reports - Research (143)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Career Choice, Comparative Analysis, *Family Practice (Medicine), Higher Education, Institutional Research, Internal Medicine, *Majors (Students), Medical Education, *Medical Students, Pediatrics, *Primary Health Care, *Specialization

Identifiers-*Wright State University OH

Medical specialty choice and reasons for change among those Wright State University students who switched their choice between entry and graduation were studied, based on questionnaire findings. For the class of 1982, 35 of the 70 students chose as their eventual specialty their preference at entry to medical school. Primary care specialties (family practice, internal medicine, and pediatrics) had a 46 percent (23 of 50) agreement rate; nonprimary care specialties had a 60 percent (12 of 20) agreement rate. The agreement rates by specialty are indicated. The most frequent change was from family practice at entry; of the 40 graduates who preferred family practice at entry, 24 (60 percent) switched to another specialty, most often to internal medicine (9) and emergency medicine (5). Cumulative results for the classes of 1981 and 1982 indicate that 53 of 115 (46 percent) chose as their eventual specialty their preference at entry to medical school. Primary care specialties had a 42 percent (36 of 85) agreement rate, while nonprimary care specialties had a 57 percent (17 of 30) agreement rate. Again, the most frequent change was from family practice at entry to another eventual specialty. It is suggested that the decrease in family practice preference during the course of medical education may result from an increased awareness of other specialties. Graduates chose aspects of the clinical years (year 3 and 4) as the most influential cause of change. (SW)

ED 224 513 JC 820 558

Stein, June
Follow-Up Survey of the Graduates of 1980-81.
Minneapolis Community Coll., Minn.
Pub Date-Jun 82
Note-46p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC02 Plus Postage.

Descriptors-*College Graduates, *College Transfer Students, Educational Trends, *Employment Patterns, Followup Studies, Graduate Surveys, Majors (Students), Nurses, *Participant Satisfaction, Questionnaires, Student Characteristics, Student Participation, Two Year Colleges, *Two Year College Students

A follow-up study of 1980-81 graduates of Minneapolis Community College (MCC) was conducted to ascertain information on students' employment and educational activities since graduation; their attitudes towards the education received at MCC; and their use of various college services and activities. In spring 1982, questionnaires were sent to the 266 students who graduated in 1980-81, and a response rate of 58.3% was obtained. Survey responses were analyzed for three graduate groups: Chemical Dependency Specialists (CDS), Associate Degree Nurses (ADN), and all other graduates. Study findings indicated: (1) the average age of the respondents was 29.3 years; (2) 60.6% of all respondents were working full-time, 22.6% part-time, and 2.6% were seeking employment; (3) median monthly salaries were $1,163 for CDS graduates, $1,308 for ADN graduates, and $951 for all others; (4) 42.6% had continued their education since graduation, with 27.3% of these graduates enrolled in social science majors and 23.5% in business; (5) respondents' attitudes toward their education at MCC were positive, especially with respect to instruction; (6) 37.4% of the respondents reported participating in or attending college activities; and (7) 92.3% indicated that they would recommend MCC to others. Comparisons with earlier studies carried out at 3-year intervals are included in the study report. The survey instrument is appended. (HB)

ED 224 610 PS 013 291

Krogh, Suzanne Lowell

Preschool Democracy: Ideas from Montessori.

Pub Date-Nov 82
Note-14p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Washington, DC, November 11-14, 1982).
Pub Type- Speeches/Meeting Papers (150) - Opinion Papers (120) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Classroom Environment, *Democracy, *Educational Change, Humanistic Education, *Preschool Children, Preschool Education, *Teaching Methods
Identifiers-*Montessori Method

Maria Montessori believed that preschool children were capable of practicing an elementary form of democracy, could direct their own learning and discipline themselves, and were able to thoughtfully control their behavior for the benefit of the group. She believed also that it was necessary to prepare the environment so that democracy would begin to evolve naturally. Toward this end Montessori provided multi-age grouping, limited amounts of materials, a low pupil/teacher ratio, and real tools rather than toys. She encouraged self-discipline by providing variety in learning activities and materials and, for younger students, exercises in practical life'' to promote a feeling of security. Teachers who value the qualities promoted by the Montessori approach and who wish to promote them in their classrooms must be willing to be facilitators or collaborators rather than directive teachers and must trust children to work with real materials in caring for the room, model appropriate behavior, trust children to create their own concept of community, and treat children with dignity. Peer teaching, mixed-age grouping, student-initiated grouping, nonpunitive/nonauthoritarian group management, techniques promoting self-discipline, goal-directed selection of materials, use of real tools in structured activities, and gradual implementation of activities with developmentally appropriate materials are eight of Montessori's ideas which can be adapted to regular classrooms. (RH)

ED 224 647 RC 013 701

Rosier, Helen Cody Benally, Louise

Chaa' Dini K'eji Naaltsoos Wolta' Bo'ho'aa'igii (Beaver: Navajo Language Reader). Book 2.

Native American Materials Development Center, Albuquerque, NM.; Rock Point Community School, Ariz.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Report No.-ISBN-0-86591-000-6

Pub Date-Nov 79

Note-88p.; For related documents, see RC 013 696-703.

Available from-Native American Materials Development Center, 407 Rio Grande Blvd, N. W., Albuquerque, NM 87104 ($3.50 each or $25.00 per set).

Language-Navajo

Pub Type- Guides - Classroom - Learner (051)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*American Indian Education, Beginning Reading, *Directed Reading Activity, Elementary Education, *Navajo, Phoneme Grapheme Correspondence, *Phonics, *Reading Instruction, Reading Programs, Workbooks

The student reader-workbook, third part of the Chaa''' series, presents activities for the student to do orally and in writing. Pages are divided into four frames with the intention of completing each frame before continuing to the next frame in sequence. To allow children an opportunity to decode words at an early age, the code emphasis (phonics) approach to reading is used. Building on the vocabulary introduced in Ch'al,'' 26 new words are introduced consisting of 16 consonants, 11 vowel environments, and 6 diphthong environments. A few words are introduced in context, but the majority of new words are introduced step by step. Oral lessons found in the teacher's guide must be completed before students continue reading in the student reader-workbook. Enabling students to spell the words introduced, dictation activities are designed to reinforce the fill-in-the-blank activities throughout the workbook. Instructions for using the student reader-workbook along with suggested activities are provided in the Chaa''' teacher's guide. Illustrations are provided with each new word in the Navajo language. (ERB)

ED 224 805 TM 820 347

Flores, Rebecca Roecks, Alan

How Much Time Is Required for Using Evaluation Results?

Education Service Center Region 20, San Antonio, Tex.
Pub Date-Feb 83
Note-36p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, February 11-13, 1982). Some tables are marginally legible due to small print.
Pub Type- Reports - Descriptive (141) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Accountability, Data Collection, *Evaluation, *Program Costs, *Recordkeeping, *Records (Forms), Staff Utilization
Identifiers-*Accounting Systems, *Time Utilization

The activities and procedures for Education Service Center, Region 20, Evaluation Services' time accounting system are described. Each individual in the evaluation component at the end of the working day records his or her time spent on an activity. This is done through the use of the time accounting form which is completed and turned in weekly to the person responsible for maintaining the records. Activities are recorded in reference to the appropriate program, whether chargeable or non-chargeable, as well as the task area that effort supports. Printouts by task, project hours, and employee and project numbers are obtained monthly. These printouts, shown in appendix B, are basically a management tool for control of the total evaluation effort on the project. Totals are maintained and recorded monthly, so that the data on the hourly effort remaining in each grant of the program are readily available. The system can be replicated by any school district that uses multiple funding sources in supporting personnel. Such time and effort record keeping systems are now required when a person is funded from several federal or state funding sources. (Author/PN)

ED 224 825 TM 830 008

Crawford, Patricia And Others

Determination of Policy Awareness and Use of Early Identification Procedures. Research Report North York Board of Education, Willowdale (Ontario).

Pub Date-Sep 82
Note-104p.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Ability Identification, *Early Childhood Education, Educational Diagnosis, *Educational Policy, Evaluation Criteria, Foreign Countries, *Handicap Identification, Learning Readiness, Principals, *Program Effectiveness, *Program Implementation, Questionnaires, School Personnel, Student Needs, Teacher Response
Identifiers-Canada

The North York Board of Education established an Early Identification Committee, as directed by the Ministry of Education in 1978, to develop procedures for early identification of children's learning needs and abilities. An initial examination of how Early Identification Procedures were being received in the schools is presented, assessing the awareness of elementary school administrators, junior kindergarten-through-grade 3 teachers, and relevant support personnel regarding the procedures. Questionnaires, interviews, and classroom visits were used to determine the extent of program implementation in North York schools. The discussion focuses on the major themes expressed by the groups and highlights specific responses, while the technical appendix'' presents detailed tables summarizing response data from questionnaires and interviews on awareness of procedures, implementation, and modification and resources needed. Principals were found to be the most knowledgeable about the specific procedures. Generally primary teachers were more satisfied with the program than kindergarten teachers. All groups indicated that more time, smaller primary classes, more in-class volunteers and teachers aides, and more professional development and workshops would facilitate the program. (CM)

ED 224 845 UD 022 491

Schofield, Janet Ward Whitley, Bernard E., Jr.

Peer Nomination versus Rating Scale Measurement of Children's Peer Preferences in Desegregated Schools.

Spons Agency-National Inst. of Education (ED), Washington, DC.; National Inst. of Mental Health (DHEW), Rockville, Md.
Pub Date- 82
Grant-1R01-MH-602-01; G-78-0126
Note-35p.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Comparative Analysis, Elementary Education, Friendship, Interpersonal Relationship, *Peer Acceptance, *Peer Evaluation, *Peer Relationship, *Racial Relations, *Rating Scales, Research Problems, School Desegregation, *Sociometric Techniques
Identifiers-Meta Analysis, Roster and Rating Method

In order to examine whether different results are obtained from two sociometric techniques for determining children's peer preferences in desegregated schools, two studies were conducted. The techniques compared were (1) the traditional peer nomination method, in which children list a few classmates whom they consider friends; and (2) the roster and rating method, in which each child rates all classmates on an interval scale. The first study involved meta analysis of existing data. Results of research using the two sociometric methods were compared and it was found that peer nomination studies tend to find more same-race preferences than roster and rating studies. The second study involved field research. Sixth graders at a newly desegregated school were asked to show their peer preferences on both types of measures. Results indicated that the peer nomination method results in larger differences in preferences for same-race peers over peers of a different race. These findings suggest that peer nomination techniques, which restrict the number of choices a child can make and thus encourage the naming of best friends, should be used to assess close friendships; roster and rating methods may be more appropriately used to assess more general intergroup acceptance. (Author/MJL)

ED 224 454 IR 010 399

Sanders, Susan, Comp. Satterwhite, Betty, Comp.

Selected List of Materials. Sarah K. Davidson Family-Patient Library.

Rochester Univ., NY. Strong Memorial Hospital.

Pub Date-81

Note-67p.; For related document, see IR 010 398.

Available from-Dept. of Pediatrics, Strong Memorial Hospital of the University of Rochester, Box 777, 601 Elmwood Ave., Rochester, NY 14642 ($7.50 prepaid).

Pub Type- Reference Materials - Bibliographies (131)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-Adolescents, Child Abuse, Child Development, *Death, Dietetics, *Disabilities, *Diseases, Health Materials, *Hospitalized Children, *Hospital Libraries, Human Body, Nutrition, *Patient Education, Pediatrics, Physician Patient Relationship, Reference Materials

Identifiers-Patients Rights

Designed as an aid for those wishing to establish pediatric health education resource centers for use by patients and their families, this bibliography lists selected holdings of the Sarah K. Davidson Family-Patient Library, which is located in the Strong Memorial Hospital of the University of Rochester, New York. It is noted that all bibliographic entries have been screened by University of Rochester faculty members for medical accuracy and timeliness. Approximately 550 books, periodicals, reprints, and sources of pamphlets and further information are presented under the following topics: adolescence, advocacy, allergy, asthma, arthritis, autism, birth defects, blood disorders including hematology and sickle cell anemia, the body, burns, cancer, cerebral palsy, child abuse, child development, children's books on health and medical problems, chronic illness, cleft palate, contagious and infectious diseases, cystic fibrosis, death and dying, diabetes, diets and nutrition, Down's syndrome, epilepsy, eye disorders, gastro-intestinal disorders, general handicaps, genetic disorders, hearing and speech, the heart, hospitalization, learning disabilities, mainstreaming, medicine today, mental health, mental retardation, muscular dystrophy, neurological disorders, orthopaedic disorders, physician-patient relationships, reference works, renal disorders, respiratory disorders, scoliosis, spina bifida, sudden infant death syndrome (SIDS), and venereal diseases. (Author/ESR)

ED 224 532 JC 830 009

Tuition and Fee Increase Impacts on the Students, Programs, and Operations of Washington Community Colleges.

Washington State Board for Community Coll. Education, Olympia.
Pub Date-Nov 82
Note-13p.
Pub Type- Reports - Research (143) - Tests/Questionnaires (160)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Access to Education, *Administrator Attitudes, *Community Colleges, Educational Change, Educational Finance, *Enrollment Influences, Enrollment Trends, Questionnaires, Residence Requirements, State Surveys, *Student Attitudes, Student Costs, *Tuition, Two Year Colleges
Identifiers-*Washington

In 1982, a study was conducted to identify the effects on Washington's community colleges of state legislation requiring tuition and fee increases for 1981-83 and altering residency policies. Presidents, deans of instruction, deans of students, admissions officers, financial aids officers, registrars, adult/continuing education directors, and student government leaders at each of the community colleges were asked to provide opinions and observations about the direct effects of the tuition and fee increases in their areas of work. Responses were received from 133 administrators and student leaders, representing views from all 27 colleges in the system. The study revealed that tuition and fee increases: (1) discouraged part-time student enrollments; (2) diverted some university-bound students to community colleges; (3) made it more difficult for low-income students to attend; (4) reduced off-campus course offerings; (5) diminished opportunities for employed persons to upgrade their work skills; (6) made attending a community college a more narrow social and cultural experience; and (7) increased both administrative and academic workloads. However, the increases also seemed to make students better shoppers for educational services, increase the fill rates'' of some courses, and force institutions to examine course schedules in light of changing demand. The questions addressed to each respondent group are included. (Author/AYC)

ED 224 551 PS 012 731

Child Safety: It's No Accident. An Issue Statement.
Virginia State Div. for Children, Richmond.
Pub Date-81
Note-14p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Accident Prevention, Adolescents, Children, *Death, *Injuries, *Poisoning, State Legislation, *Suicide, *Traffic Accidents
Identifiers-Virginia

The three major causes of injury and mortality among children in the state of Virginia are, in order of frequency, automobile-related accidents, poison ingestion, and suicide. With respect to injuries sustained in automobile accidents, adults traveling with children by car must accept responsibility for the safety of child passengers. Acute poisonings, the most common pediatric medical emergency, account for about 10 percent of emergency room contacts and about 5 percent of hospital medical admissions. Nearly all poisonings are accidental and involve children less than 10 years of age. The true incidence of lead poisoning is difficult to assess, however. Presently, there is no statewide lead poison screening and prevention program in Virginia, and all local programs will terminate at the end of 1982. While a health department employee visits school systems and instructs officials in methods of dealing with asbestos, funds for protecting children from asbestos poisoning are inadequate. With regard to the third leading cause of injury and death in children, conditions that precipitate suicidal acts in young people have become more intense, including such factors as broken relationships with parents and substance abuse. Some problems of adolescents may be solved through wide use of, and destigmatization of, community-based mental health service agencies. Citizen advocacy and involvement are needed to insure the implementation of community, regional, and statewide programs addressing these problems. (RH)

ED 224 571 PS 013 239

Powers, Sally Weinrich, Martin C.

Project LOVE (Let Older Volunteers Educate).

Pub Date-Nov 82

Note-19p.; Paper presented at the Annual Scientific Meeting of the Gerontological Society of America (35th, Boston, MA, November 19-23, 1982).

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Class Activities, Elementary Education, *Elementary School Students, *Older Adults, Questionnaires, *Student Attitudes, *Volunteers

Identifiers-*Intergenerational Programs

The effect of contact with older adult volunteers on the attitudes of elementary school students was investigated by twice administering questionnaires to all first-, third-, and fourth-grade students at Chapin Elementary School, Chapin, South Carolina. Teachers first administered the questionnaire before the older adults began volunteer work in the first and fourth grades; the measure was administered a second time after the volunteers had worked in classrooms for 6 months. (Third-grade students acted as a control group.) Topics taught by the older adult volunteers included bowling, math, gardening, baking bread, crocheting, history telling, making Christmas wreaths, life perspectives (through viewing pictures of different age groups), the aging process and changes in vision, and kite making. During the 1981-1982 school year, 112 fourth-grade students had weekly contact with the volunteers. In addition, the volunteers gave four different presentations to 82 first-grade students during the year. Results are discussed, and questionnaires used are appended. (RH)

Roberts, Robert W., Ed.
Contemporary Perspectives on Adoptions.
University of Southern California, Los Angeles. School of Social Work.
Spons Agency-Edna McConnell Clark Foundation, New York, N.Y.
Pub Date-79
Note-67p.
Available from-School of Social Work, University of Southern California, University Park-MC0411, Los Angeles, CA 90089-0411 (Paper, $3.25; student rates and discount on quantity orders).
Journal Cit-Social Work Papers of the School of Social Work, University of Southern California; Volume XV, FAll 1979. Special Edition.
Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055) - Collected Works - Serials (022)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Adoption, Agency Cooperation, American Indians, Change Agents, Child Development, *Child Welfare, Cultural Differences, History, Mexican Americans, One Parent Family, Placement, Social Change, *Social Services
Identifiers-Developmental Patterns, Life Events

Written by selected faculty members associated with the adoptions training project of the University of Southern California, the eight papers in this collection reflect the content of intensive, short-term educational programs for administrators, supervisors, and workers employed in adoption services. Individual papers provide an introduction to contemporary adoption services, focusing particularly on (1) adoption in America as it has evolved over the last century and the place and purpose of adoption within the contemporary concept of child welfare service, (2) themes associated with separation and loss and the way adoption is experienced developmentally in relationship to life events of the birth parent, adoptive parent, and adopted child (with implications for adoption services), (3) Anglo and Indian concepts of child development and considerations for placing American Indian children, (4) adoption services in the Mexican American community, (5) discriminatory practices in awarding children for adoption to unmarried individuals, (6) the impact of legal decisions and trends on the traditional role of adoption workers, (7) role functions and basic responsibilities for collaboration among professionals involved in the adoption process, and (8) the role of adoption workers as organizational change agents in agency settings. (RH)

ED 224 666 RC 013 720

Vazquez, Francisco H.

Power, Chicano Studies Discourse and Public Policy.

Pub Date-Mar 82
Note-40p.; Paper presented at the Annual National Association for Chicano Studies Conference (10th, Tempe, AZ, March 25-27, 1982).
Pub Type- Information Analyses (070) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Change Strategies, Cultural Images, Culture Conflict, *Discourse Analysis, Ethnic Stereotypes, *Mexican Americans, *Political Power, *Power Structure, *Public Policy, Self Determination, Social Action, Social Discrimination
Identifiers-Chicanos, *Chicano Studies, Juridical Liberal Power Theory, *Marxism

A discussion of the two predominant theories of power (the juridical-liberal and the Marxist theories) notes the limitations of the two theories, the historical reasons for their common grounding of the analysis of power in terms of repression/sovereignty, and why the theory of sovereignty persisted as an ideology and organizing principle of all major legal codes. An analysis that reverses the trajectory followed by these two theories is presented. The paper defines Chicanology (an elusive yet systematic hegemonic discourse that expresses and actualizes Anglo domination over Chicanos''); Chicano discourse (a diffuse, subjugated knowledge resulting from the struggle against Anglo power''); and Chicano Studies (a specific discursive practice within Chicano discourse which attempts to acquire power by claiming academic validity''). Chicano discourse is mapped in terms of (1) the specific discursive and non-discursive (i.e., institutional) power relations which gave rise to it; (2) the status given to individual speakers of Chicano discourse; (3) the concepts to which it refers; and (4) the strategies that define its struggle with Chicanology. Chicano Studies discourse is discussed, focusing on the micro-mechanisms by which the discourse of Chicano scholars is appropriated and robbed of its power in order to deflect its impact on public policy.'' (NQA)

ED 224 337 FL 013 380

Tobin, Yishai Aphek, Edna

Applying Linguistics to Solve Particular Problems of Selected Function Words'' in the Reading of Hebrew as a Foreign Language.

Pub Date-Aug 82
Note-32p.; Paper presented at the International Symposium on Language for Special Purposes (Eindhoven, The Netherlands, August 2-4, 1982).
Pub Type- Speeches/Meeting Papers (150) - Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Applied Linguistics, *Function Words, *Hebrew, Reading Comprehension, *Reading Instruction, *Second Language Instruction, Semantics, Syntax

The application of linguistic analysis of selected function words to the improvement of Hebrew-as-a-second-language reading skills is examined. Semantically, it is shown that form content analysis can provide a unitary meaning to account for various polysemous contextual meanings of Hebrew prepositions. Syntactically and pragmatically, it is shown that the preposition al'' has begun to replace the preposition b'' in new expressions for both pragmatic and orthographic reasons, to be used in new semantic fields, and to create new syntactic formulas. Stylistically, it is demonstrated that the various Hebrew conjunctions meaning but'' serve as style markers for genres of modern Hebrew journalistic, literary, and academic texts. (Author/RW)

ED 224 387 HE 015 650

Lyons, James E.
Meeting the Challenge to Serve. Delaware State College.
Delaware State Coll., Dover.
Pub Date- 80
Note-17p.; This paper was identified by a joint project of the Institute on Desegregation at North Carolina Central University and the ERIC Clearinghouse on Higher Education at The George Washington University. Support for the research project was provided by the Metropolitan Life Foundation.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Black Colleges, *College Desegregation, Enrollment Influences, Extracurricular Activities, Higher Education, Institutional Research, *Racial Relations, *Student Attitudes, Student Characteristics, *Student College Relationship, Student Needs, Student Participation, *White Students
Identifiers-*Delaware State College

Characteristics of white students at Delaware State College, a traditionally black institution, and their views on how the college could meet their needs were investigated via a 34-item questionnaire mailed to a random sample of 462 white students. Usable responses were obtained from 236 students concerning: personal background, occupational goals, circumstances pertaining to enrollment, personal feelings about the college and its mission, and participation in cocurricular activities. The data were analyzed using the Statistical Package for the Social Sciences. Findings, including responses to open-ended questions, include the following about the white students: (1) their demographic characteristics were different from that of the overall student

ED 224 420 HE 015 742

Brown, George H.

Earned Degrees, by Racial/Ethnic Status: 1978-79. Special Report.

National Center for Education Statistics (ED), Washington, DC.

Report No.-NCES-82-239

Pub Date-Nov 82

Note-31p.

Pub Type- Reports - Descriptive (141) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-American Indians, Asian Americans, Bachelors Degrees, Blacks, *College Graduates, Comparative Analysis, *Degrees (Academic), Doctoral Degrees, *Ethnic Groups, Foreign Students, Graduate Study, Higher Education, Hispanic Americans, *Majors (Students), Masters Degrees, Minority Groups, National Surveys, *Professional Education, *Racial Distribution, Trend Analysis, Undergraduate Study, Whites

Data on college degrees awarded in the United States in 1979 are examined by racial/ethnic status of the recipients. Approximately 920,000 bachelor's degrees and over 400,000 postbaccalaureate degrees were awarded nationally. In 1979, 87.3 percent of bachelor's degrees went to white graduates, with the next largest portion (6.6 percent) going to blacks. Bachelor's degrees were awarded to 3,410 American Indians, 15,407 Asians, and 17,839 nonresident aliens. Although Hispanics accounted for 6.4 of the population, they accounted for only 2.2 percent of all bachelor's degrees. Business and management was among the top three degree fields for all groups, while education was the field most often chosen among blacks and American Indians. Engineering was the top choice of nonresident aliens, and social sciences ranked number three for each of the groups and for all groups combined. Of the 300,255 master's degrees awarded, 83 percent went to whites, and blacks and nonresident aliens each accounted for 6.5 percent. Education ranked first for all groups except Asians and nonresident aliens, and business and management was either first or second for all groups. Public affairs and services and engineering were also frequently selected. A total of 32,675 doctoral degrees were awarded, and 80 percent went to whites. The second largest number went to nonresident aliens. Three fields were

ED 224 474 IR 010 527

16mm Film Catalogue, 1981.
Manitoba Dept. of Education, Winnipeg.
Report No.-ISBN-0-86497-020-X
Pub Date-81
Note-1,797p.
Pub Type- Reference Materials - Directories/Catalogs (132)
EDRS Price - MF15/PC72 Plus Postage.
Descriptors-Catalogs, *Film Libraries, Filmographies, Foreign Countries, Indexes, *Instructional Films, *Library Collections, *Media Selection
Identifiers-*Canada, Manitoba

This computer-generated catalog presents the Manitoba Department of Education's 16mm film holdings found in its bookable and its self-serve collections. Each of the 3,921 film titles in the Department of Education Library's film collection is indexed by title, series, subject, curriculum heading, author, and producer, as well as by key word. These indices, together with an annotation and other relevant information about each film, were planned to assist in film selection for specific teaching-learning situations. Information is also provided on how to order Department of Education bookable films, using the Library's automated film booking and confirmation system, and on how to borrow films housed in the National Film Board Offices in Winnipeg. Introductory materials include an explanation of clientele and client numbers and instructions for catalog use, obtaining film resources, returning films, how to obtain film information assistance, and film order forms for the Department of Education bookable films. (Author/LMM)

ED 224 628 RC 013 682

Cavatta, Jerry C., Comp.

New Mexico School District Profile, 1979-80 School Year.

New Mexico State Dept. of Education, Santa Fe. Evaluation, Assessment, and Testing Unit.

Pub Date-Dec 81

Note-201p.

Pub Type- Numerical/Quantitative Data (110)

EDRS Price - MF01/PC09 Plus Postage.

Descriptors-American Indians, Anglo Americans, *Educational Assessment, Elementary Secondary Education, Hispanic Americans, Profiles, Rural Schools, School Demography, *School Districts, *School Statistics, Small Schools, *State Surveys, *Student Characteristics, *Teacher Characteristics

Identifiers-*New Mexico

Representing a broad cross section of data bearing on the operation and performance of public schools in New Mexico during the school year 1979-80, the document presents data on school district characteristics, teacher characteristics, pupil characteristics, school finance, high school graduates, American College Testing (ACT) results, and results of standardized testing programs for each school district. An overview of district characteristics is presented in section 1 which includes: the 40-Day Average Daily Membership (ADM) in school districts ranged from 62 to 78,532 students; 46 districts offered bilingual education programs; statewide average in special education was 3.3%; pupil-teacher ratio ranged from a low of 8.1 to a high of 21.0%; average years of teacher experience was 10.5 years; Anglos constituted 73%, Hispanics 24%, and Native Americans 1% of the teacher population. Student characteristics included Anglo students comprised 47%, Hispanics 41% and Native Americans 8%; high school drop-out rate was 9.2%; expenditures per pupil averaged $1,556; 18,334 students graduated; and 47% planned to continue their education beyond high school. Section 2 consists of tables and section 3 contains graphic presentations of data by school district with statewide values displayed. (ERB)

ED 224 686 SE 039 714

Immerzeel, George, Comp. Thomas, Melvin, Comp.

Ideas from the Arithmetic Teacher. Grades 6-8 Middle School.

National Council of Teachers of Mathematics, Inc., Reston, Va.

Report No.-ISBN-0-87353-200-7

Pub Date-82

Note-For related documents, see ED 174 493 and ED 212 485.

Available from-National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091 ($5.40) orders of 10 copies or more to same address earn 20% discount, orders of $20. or less must be accompanied by remittance.

Pub Type- Guides - Classroom - Teacher (052)

Document Not Available from EDRS.

Descriptors-Computation, Decimal Fractions, *Educational Games, Educational Objectives, Elementary Secondary Education, Flow Charts, Fractions, Geometry, *Instructional Materials, *Learning Activities, *Mathematical Enrichment, *Mathematics Education, *Mathematics Instruction, Mathematics Materials, Measurement, Metric System, Middle Schools, Problem Solving, Worksheets

This compilation is drawn from the IDEAS section that has been a feature of the Arithmetic Teacher'' since 1971. The contents are arranged in the following categories: Computation, Fractions and Decimals, Developing Number Patterns, Using Flowcharts, Problem Solving, Geometry, and Metric Measure. All selections are reprinted just as they originally appeared in the journal. On one side of each page is the Pupil Activity Sheet; teacher directions, educational objectives, and suggestions for extensions are found on the reverse. Comments that include clues to answers are frequently provided. The material is designed to be reproduced for classroom use. (MP)

ED 224 746 SO 014 407

Scott, Kathryn P.

Gender Fair Curricular Materials and Pupil Learning.

Pub Date-Nov 82

Note-14p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Boston, MA, November, 1982). This research was funded in part by the Florida State University, SRAD Program.

Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-*Characterization, Educational Research, Elementary Secondary Education, Females, *Literature, Males, *Reading Attitudes, Reading Comprehension, *Sex Fairness, Sex Role, *Student Attitudes

Main characters were portrayed in nontraditional roles in stories presented to 4th, 7th, and 11th grade students. A total of 172 students read a set of four stories, each of which had two versions, one with a male main character and one with a female main character. Thus, the same stories were used to depict traditional and nontraditional sex roles. Students were asked who they thought could do what the main character did in the story. Responses ranged from only boys, mostly boys, same number of each sex, mostly girls, only girls. Students also completed a questionnaire to assess sex role perceptions, evaluated the stories, and were tested for comprehension and recall. Results indicated that exposure to male as well as female main characters engaged in nontraditional activities increased students' perceptions of the number of males and females who can participate in these activities. When students read about a male taking care of a baby, for example, they were most likely to think that males could and should take care of babies. The lack of differences among age groups was not significant. Therefore, the use of gender fair materials can expand knowledge about sex roles without diminishing interest in reading. (KC)

ED 224 787 SP 021 538

Kneer, Marian E.

Use of Skill/Activity Tests to Achieve Sex Fair Ability Grouping in Physical Education for Junior and Senior High School.

Spons Agency-Illinois State Board of Education, Springfield.
Pub Date-Aug 81
Note-19p.; Paper presented at the Physical Education Ability Grouping and Performance Evaluation Symposium (Ottawa, IL, August 13-14, 1981). For related document, see ED 222 490.
Pub Type- Information Analyses (070) - Reports - Evaluative (142) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-*Ability Grouping, Ability Identification, Coeducation, *Criterion Referenced Tests, Individualized Instruction, *Norm Referenced Tests, *Performance Tests, *Physical Education, Psychomotor Skills, Secondary Education, *Sex Fairness, Student Evaluation, Student Placement, Teaching Methods, Testing

Psychomotor, or physical education skills, can be tested through the use of various measures which employ one or more sport-specific objective measures, such as norm- or criterion-referenced tests, or subjective measures, such as teacher ratings or student self-rating. Norm-referenced tests embody standards which are set relatively for the purpose of discriminating among individuals. Criterion-referenced tests set an absolute standard for a specific domain of tasks. To achieve sex-integrated physical education that provides equal educational opportunity and lessens sex-roles stereotyping, results of criterion-referenced skill tests can be used to assign students to similar skill groups or mastery levels. Instructional approaches will need to be adjusted to accommodate ability differences. If students are assigned to a class composed of students of similar ability, traditional instructional strategies may be successful. Placing students in skill-integrated classes will require a differentiated approach, using

ED 224 404 HE 015 713

Fiscal and Policy Implications of Mandatory Continuing Education in the Health Professions. A Report to the Continuing Education Committee of the Statewide Area Health Education Center System. Commission Report 82-27.

California State Postsecondary Education Commission, Sacramento.

Spons Agency-Area Health Education Center System, Fresno, Calif.

Pub Date-Sep 82

Note-23p.

Available from-California Postsecondary Education Commission, 1020 Twelfth Street, Sacramento, CA 95814.

Pub Type- Reports - Evaluative (142)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Costs, Fees, Government Role, *Health Personnel, Higher Education, *Professional Continuing Education, *Public Policy, *State Licensing Boards, *State Standards

Fiscal and policy implications of continuing education requirements in the health professions are considered, with particular reference to the case of California. For 14 professions, data are presented on the average number of hours of continuing education needed annually to meet the requirement, the costs to the practitioner, and the total annual cost in fees for each health science discipline. It is claimed that mandatory continuing education costs the state virtually nothing, either to deliver or to enforce through licensing agencies. Information is presented on the status of required continuing education among the 50

ED 224 495 IR 050 036

Annual Report of the Librarian of Congress, 1981. For the Fiscal Year Ending September 30, 1981.
Library of Congress, Washington, D.C.
Pub Date-82
Note-224p.; For related document, see ED 192 790.
Available from-Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (1982-371-160).
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Annual Reports, Copyrights, Financial Support, Law Libraries, Library Administration, *Library Services, Library Technical Processes, *National Libraries, National Programs, Tables (Data)
Identifiers-*Library of Congress, Library Statistics

The activities of the Library of Congress (LC) for the 1980-1981 fiscal year are described in this report. Its seven main sections cover the areas of administration, national programs, services to Congress, processing services, research services, the LC Law Library, and the Copyright Office. Lists of officers and consultants of the library and an LC organization chart are also presented. Appendices provide data on the LC trust fund board, acquisitions and acquisitions work, cataloging and maintenance of catalogs, cataloging distribution, reader services,

ED 224 514 JC 820 560

Aebi, Charles J.

Educating to Serve. A Self Study of Ohio Valley College.

Ohio Valley Coll., Parkersburg, WV.

Pub Date-1 Sep 82

Note-166p.; Submitted to the Commission on Institutions of Higher Education and the North Central Association of Colleges and Schools.

Pub Type- Reports - Evaluative (142) - Tests/Questionnaires (160)

EDRS Price - MF01 PC07 Plus Postage.

Descriptors-Accreditation (Institutions), *Church Related Colleges, College Administration, College Faculty, College Graduates, College Students, Graduate Surveys, Higher Education, *Institutional Characteristics, *Institutional Evaluation, Organizational Objectives, Private Colleges, Questionnaires, Religious Education, Self Evaluation (Groups)

This self-study accreditation report assesses the achievement of the objectives of Ohio Valley College (OVC), an independent liberal arts college with a strong emphasis on promoting Christian spiritual values. After chapter 1 provides descriptive and historical data about the

ED 224 648 RC 013 702

Rosier, Helen Cody

Nashdoi Dini K'eji Naaltsoos Wolta Bo'ho'aa'igii (Cougar: Navajo Language Teacher's Guide). Book 3.

Native American Materials Development Center, Albuquerque, NM.; Rock Point Community School, Ariz.

Spons Agency-Office of Education (DHEW), Washington, D.C.

Pub Date-Apr 75

Note-180p.; For related documents, see RC 013 696-703.

Available from-Native American Materials Development Center, 407 Rio Grande Blvd, N.W. Albuquerque, NM 87104 ($18.00 each or $25.00 per set).

Pub Type- Guides - Classroom - Teacher (052)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Descriptors-*American Indian Education, Beginning Reading, Decoding (Reading), *Directed Reading Activity, Elementary Education, Grade 1, *Language Experience Approach, *Navajo, Phoneme Grapheme Correspondence, *Phonics, Reading Instruction, Reading Programs, Teaching Guides

The teacher's guide accompanies the student-reader workbook of Nashdoi.'' Organized in the same format as the Ch'al'' and Chaa'' books, Nashdoi'' builds on the vocabulary introduced in those two

Project Catch-Up.

Newport-Mesa Unified School District, Newport Beach, Calif.
Pub Date-Sep 82
Note-42p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-Basic Skills, Diagnostic Teaching, Elementary Education, *Elementary School Mathematics, Individualized Instruction, Mathematics Curriculum, *Mathematics Instruction, *Program Descriptions, *Reading Instruction, Reading Programs, *Remedial Mathematics, Remedial Programs, Underachievement
Identifiers-Mathematics Laboratories, National Diffusion Network Programs, *Project Catch Up

Now in the 17th year of operation, this project is a laboratory program designed to provide remedial instruction to improve the achievement in reading and/or mathematics skills of children who test in the lowest quartile in these areas. Classroom and laboratory teachers work closely together to identify potential program participants and formulate a laboratory schedule that does not cause any child to miss either reading or mathematics in the regular classroom. The key features are: (1) instruction takes place in colorful, well-equipped laboratories; (2) professional teachers offer the greater part of the instructional program; (3) staff members are part-time; (4) one teacher

ED 224 726   SO 013 871

Thompson, Lowell, Ed. Machart, Norm, Ed.
Social Studies in North Dakota Schools. A Handbook for Teaching.
North Dakota Council for the Social Studies, Grand Forks.
Pub Date-81
Note-195p.; Photographs and some light print type may not reproduce clearly.
Pub Type- Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC08 Plus Postage.
Descriptors-Anthropology, Content Area Reading, *Curriculum Development, Economics Education, Educational History, Educational Objectives, Elementary Secondary Education, Fundamental Concepts, Geographic Concepts, Global Approach, History Instruction, Inquiry, *Inservice Teacher Education, Learning Centers (Classroom), Mainstreaming, Oral History, Performance Contracts, Political Science, *Preservice Teacher Education, Program Evaluation, Psychology, *Social Studies, Sociology, Student Research, Teaching Methods, Thematic Approach

ED 224 767 SP 019 908

Stier, William F., Jr.
Physical Education and Athletics for the 1980's.
Pub Date-Mar 82
Note-19p.; For related document, see ED 058 861.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Athletic Coaches, *Athletics, *Departments, Higher Education, Intercollegiate Cooperation, Intramural Athletics, *Majors (Students), *Physical Education, Physical Education Facilities, *Physical Education Teachers, School Surveys, *Small Colleges

The results of a survey of 144 physical education and athletic programs in colleges and universities enrolling fewer than 2,501 students are presented in this report. The survey's objectives were to examine the scope of physical education and athletic programs and to ascertain current policies, practices, and procedures used in the administration, organization, and conduct of such programs and the use of available facilities. Discussed in narrative form, the data include: (1) enrollment, student population, and affiliation; (2) courses of study and degrees offered; (3) number and qualifications of faculty; (4) faculty evaluation techniques; (5) coaching duties and role; (6) organizational and administrative structure; (7) curricular concerns; (8) scheduling and attendance policies; (9) intra- and extramural

ED 224 552 PS 012 734

Child Health Care: An Investment in the Future.

Virginia State Div. for Children, Richmond.
Pub Date-81
Note-18p.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Children, *Cost Effectiveness, Federal Aid, *Health Services, Infants, *Low Income Groups, Mothers, *Preventive Medicine
Identifiers-*Access To Information, *Prenatal Care, Virginia

By examining prenatal care opportunities and health resources for low-income families, this paper investigates both the extent to which

Development of USES Specific Aptitude Test Battery for Semiconductor Occupations: Electronics Inspector (Electronics) II, 726.684-022; Electronics Tester (Electronics) II, 726.684-026; Semiconductor Processor (Electronics), 590.684-022. Analysis and Report.

Employment and Training Administration (DOL), Washington, D.C.
Report No.-USES-S-471R81
Pub Date-81
Note-29p.; Appendix 2 marginally legible due to small print. Developed by Southern Test Development Field Center, Raleigh, NC, in cooperation with the Texas State Employment Service.
Pub Type- Reports - Research (143)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Aptitude Tests, *Electronics, Electronic Technicians, *Occupational Tests, Personnel Evaluation, Predictive Measurement, *Test Construction, Test Use, *Test Validity, *Vocational Aptitude

ED 224 533 JC 830 011

Kober, Thomas E.

An Overview of Cost-Benefit Analysis for Educators of Health Care Providers.

Pub Date-82

Note-25p.; Prepared at Cincinnati Technical College.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Allied Health Occupations Education, *Cost Effectiveness, *Educational Benefits, *Evaluation Methods, *Program Costs, *Program

ED 224 572 PS 013 240

Carter, Dorothy And Others

Developing Multicultural Education.

Bank Street Coll. of Education, New York, N.Y.

Spons Agency-Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date- 79

Grant-OE-G-007802975-CAN-79-2006615

Note-36p.

Pub Type- Opinion Papers (120) - Guides - Non-Classroom (055)

EDRS Price - MF01/PC02 Plus Postage.

ED 224 846 UD 022 539

Turner, W.E. And Others

Programs for Educationally Deprived Children. ESEA Title I Evaluation Report, September 1980 - July 1981.

Wichita Public Schools, Kans. Div. of Research, Planning and Development Services.

Spons Agency-Department of Education, Washington, DC.
Pub Date-Jul 81
Note-147p.; Project Number 81003 under P.L 89-10, Title I, as amended by P.L. 93-380. For related document see ED 132 216.
Pub Type- Reports - Evaluative (142)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-*Achievement Gains, Child Neglect, *Compensatory Education, Delinquency, Educationally Disadvantaged, Elementary Education, Institutionalized Persons, *Mathematics Achievement, Parent Education, Parent Participation, Preschool Education, Program Descriptions, *Program Effectiveness, *Reading Achievement
Identifiers-*Elementary Secondary Education Act Title I, *Wichita Public Schools KS

Several evaluations reports of Title I programs and activities conducted in Wichita, Kansas, elementary schools during 1980-81 are presented in this document. Compensatory education activities described include corrective reading programs, elementary mathematics programs, institutional programs for neglected and delinquent children, prekindergarten programs, parent education programs, and tuition scholarships. Separate reports are provided for programs conducted during the regular academic year and those conducted during the summer term. Each program report discusses program scope and procedures; personnel; budget; objectives; evaluation results; and comments and recommendations. Consolidated findings for all the programs indicate that (1) the majority of program participants exceeded the achievement objectives with their gains in reading and mathematics; (2) participants in the institutional programs showed measurable gains in reading and mathematics; and (3) most pupils in the prekindergarten program exhibited gains in language readiness skills, development of positive self-concept, and physical coordination, as measured by the Cooperative Preschool Inventory. (Author/MJL)

ED 224 847 UD 022 546

Lee, Sandra S.

Attributions for Success and Failure in Subjectively Recalled Life Experiences: The Effects of Sex and Sex Role Identity.

Pub Date-Apr 79
Note-13p.; Version of paper presented at the Annual Meeting of the Eastern Psychological Association (50th, Philadelphia, PA, April 18-21, 1979). Best copy available.
Pub Type- Reports - Research (143) - Speeches/Meeting Papers (150)
EDRS Price - MF01/PC01 Plus Postage.
Descriptors-Androgyny, *Attribution Theory, College Students, *Failure, Females, Higher Education, Males, *Recall (Psychology), *Sex Differences, *Sex Role, *Success

College students were asked to recall experiences of success and of failure from their own lives, and to indicate what they believed to be the reasons for success or failure. Results indicated that (1) women were more likely than men to attribute success to effort; (2) men attributed success to luck more often than women; (3) women had more pride after success than men; (4) women attributed failures to lack of ability more often than men; (5) all subjects generally attributed success to ability and effort more than to luck and task difficulty; and (6) androgynous women attributed success more often to ability and had higher future expectations after success than sex-typed females. The finding that men made more attributions to luck than women differs from most previous research on this theme. Such a difference may be due to reliance on recall of past life experiences for purposes of this study, rather than on laboratory tasks utilized by other researchers. (Author/MJL)

ED 224 848 UD 022 558

Chow, Esther Ngan-Ling

Acculturation and Self Concept of the Asian American Women.

Pub Date- 81
Note-35p.; In: Reid, Pam, Ed., Puryear, Gwen, Ed. Minority Women: Social and Psychological Perspective. New York, Holt, Rinehart and Winston, forthcoming.
Pub Type- Opinion Papers (120)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Acculturation, *Asian Americans, *Cultural Differences, Cultural Influences, Cultural Pluralism, Educational Attainment, *Ethnicity, Ethnic Stereotypes, *Females, Identification (Psychology), *Self Concept, Sex Discrimination, Sex Role, Social Influences, Socioeconomic Status

Acculturation and the development of positive self-concept among Asian American women are both complicated by factors associated with their ethnicity and gender. Physical differences, cultural barriers, and racial and sex discrimination have made difficult the complete assimilation of Asian females into American society. Furthermore, failure to recognize sociocultural diversity within Asian American groups has perpetuated the myth of Asian American women's success, and has led to the exclusion of Asian women as a whole from programs to aid minorities and women. In developing self-concept, Asian American women confront the problem of integrating often conflicting Asian and American cultural elements. Sex identity further complicates the process of self-concept development, because sex roles may also conflict in Asian and American cultures. In addition, Asian American women's self-concept is shaped by others' negative perceptions and stereotypes of them. Needed are both further research to understand the determinants of Asian American women's self-concept and policies that address the problem of developing a new image for this group. (Author/MJL)

ED 224 849 UD 022 561

Newmann, Fred M. Behar, Steven L.

The Study and Improvement of American High Schools: A Portrait of Work in Progress.

Wisconsin Center for Education Research, Madison.

Pub Date-Oct 82

Note-99p.; Paper prepared for the Conference on Improving the American High School'' (Racine, WI, November 4-6, 1981). Conference sponsored by the Department of Education, The Johnson Foundation, The College Board, and The Kettering Foundation.

Pub Type- Speeches/Meeting Papers (150) - Reports - Descriptive (141) - Opinion Papers (120)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-Academic Achievement, Adolescent Development, *Educational Change, Educational Environment, *Educational Improvement, Education Work Relationship, Institutional Characteristics, Moral Development, School Community Relationship, *School Effectiveness, *Secondary Education, Student Characteristics, Teaching Methods, Units of Study

This is an integrated report on 28 ongoing projects that were set up to study and improve American high schools on a large scale. The activities include establishment of a national data base on high school students; a study of new standards for college admission; administrators' reports on what works in urban schools; intensive studies of single schools; and new proposals for a general education curriculum. The report (1) describes projects' central concerns, anticipated outcomes, and methodologies; (2) summarizes existing knowledge about secondary education and the extent to which the projects may enhance knowledge about high school students' characteristics, program offerings, teaching methods, institutional determinants of effective education, school-community relationships, and school improvement; and (3) identifies possibilities for school improvement through changes in program content, staff performance, school climate, school-community relationship, and institutional factors. The report furthermore points out significant issues that are not addressed by the different projects' approaches for reform. (Author/MJL)

ED 224 850 UD 022 602

Report on Research and Activities, 1981-1982, No. 6.
Hebrew Univ. of Jerusalem (Israel). School of Education.; National Council of Jewish Women, New York, N.Y. Research Inst. for Innovation in Education.
Pub Date-May 82
Note-86p.
Pub Type- Reports - Descriptive (141)
EDRS Price - MF01/PC04 Plus Postage.
Descriptors-*Compensatory Education, *Disadvantaged Youth, Educationally Disadvantaged, *Educational Research, Education Work Relationship, Elementary Secondary Education, *Experimental Programs, Foreign Countries, Organizations (Groups), Program Evaluation, School Desegregation, *Social Mobility
Identifiers-Hebrew University of Jerusalem (Israel), *Israel, National Council of Jewish Women, *Research Institute Innovation Education (Israel)

This report describes the administrative structure, activities, and research projects of the Research Institute for Innovation in Education. The institute was established in 1968 as a cooperative project of the National Council of Jewish Women (USA) and the School of Education of the Hebrew University (Israel) with the goal of undertaking research and carrying out programs for socially and educationally disadvantaged groups in Israeli society. Among the institute's activities discussed in the report are academic seminars and lectures; participation by institute members in public commissions and organizations; implementation of instructional, family, and residential programs; and an apprenticeship program for Israeli teenagers. Also described are research projects which address the areas of early childhood education, family and community education, school integration, informal education, recovery institutions, career education, and experimentation and intervention in schools. Appended to the report are a list of institute staff members and a bibliography of institute publications. (Author/WAM)

ED 224 851 UD 022 621

Inner City Private Education: A Study.
Catholic League for Religious and Civil Rights, Milwaukee, Wis.
Pub Date-82
Note-64p.
Available from-The Catholic League for Religious and Civil Rights, 1100 West Wells Street, Milwaukee, WI 53233 ($4.00).
Pub Type- Reports - General (140)
EDRS Price - MF01/PC03 Plus Postage.
Descriptors-Academic Achievement, *Catholic Schools, Educational Quality, Elementary Education, Equal Education, Family Characteristics, Inner City, *Institutional Characteristics, *Parent Attitudes, *Private Schools, Religious Factors, *School Effectiveness, Student Characteristics, *Teacher Characteristics, Urban Schools

Fifty-four inner city Catholic and other private elementary schools, whose student population is at least 70 percent minority, were studied to determine their educational impact, to describe pupils' family backgrounds, and to identify factors that influence academic achievement and school effectiveness. The study found that: (1) clientele of these schools have lower income levels than the national population; (2) parents have modestly high educational levels; (3) parents value quality education and religious education as separate motives for sending children to private schools; (4) strong bonds link teachers, administrators, parishes, and parents; (5) teachers are motivated by intrinsic job satisfaction more than by money; (6) the schools show modest propensity toward selectivity through admission but not through expulsions; (7) the schools face socialization problems, but have demonstrated some success in dealing with discipline problems; (8) school factors, especially teacher attitudes and students' school experience, influence student behavior and achievement; (9) school effectiveness is enhanced by socialization-oriented school policy and school-community cooperation; (10) parents rate school quality highly; and (11) the schools do not enhance white flight. It was also found, however, that the survival of inner city private schools is threatened by financial problems, decreasing numbers of religious faculty, and deteriorating facilities. (Author/MJL)

ED 224 852 UD 022 623

Halasa, Ofelia Theus, Frank

Project Termination Report. Title IV-C Classroom Management Project. ESEA Title IV-C, August 29, 1981 - September 30, 1982.

Cleveland Public Schools, Ohio. Div. of Research and Development.

Spons Agency-Department of Education, Washington, DC.; Ohio State Dept. of Education, Columbus. Div. of Research, Planning, and Evaluation.

Pub Date-Sep 82

Grant-0008-4C-82-D-1

Note-182p.; For related document see ED 171 852.

Pub Type- Reports - Descriptive (141)

EDRS Price - MF01/PC08 Plus Postage.

Descriptors-*Classroom Environment, *Classroom Techniques, Elementary Secondary Education, *Material Development, Pilot Projects, Program Effectiveness, *Teaching Guides

Identifiers-Cleveland Public Schools OH, Elementary Secondary Education Act Title IV

This report provides a summary description of the Title IV-C Classroom Management Project conducted in the Cleveland (Ohio) Public Schools. The purpose of this project was to develop and pilot test a resource handbook designed to improve elementary and secondary school teachers' ability to organize and manage their classrooms. The development of the handbook was based on three approaches: (1) behavior modification; (2) socioeconomic climate; and (3) group processes. The report summarizes (1) contents of the resource handbook; (2) needs assessment and data collection activities; (3) project goals and activities; (4) project and evaluation outcomes; and (5) consultants' recommendations. It is concluded that while the project met its objectives for developing and testing the resource handbook, use of the handbook did not result in significant changes in classroom climates. Recommendations to improve implementation of similar projects are provided. Appended are different documents used in organizing and implementing the project; instruments used for classroom observation during the pilot testing phase and individual classroom results. (Author/MJL)

ED 224 853 UD 022 624

Morton, Cornel N.

Higher Education's Response to the Needs of Minority Students: Leadership and Institutional Issues.

Pub Date-14 Oct 82

Note-16p.; Paper presented at the Annual Conference of the Society of Ethnic and Special Studies (10th, Edwardsville, IL, October, 1982).

Pub Type- Opinion Papers (120) - Speeches/Meeting Papers (150)

EDRS Price - MF01/PC01 Plus Postage.

Descriptors-Black Students, *Colleges, College Students, Educational Responsibility, *Higher Education, *Leadership Responsibility, *Minority Groups, Program Evaluation, *School Holding Power

Given recent funding cutbacks and lagging opportunities for minority groups in higher education, predominantly white colleges and universities must make a concerted effort to retain minority students and to increase their chances of success. Racism is systemic in institutions of higher education and is reinforced by low faculty expectations for academic success among blacks and other minorities. In order to counteract the effects of institutional racism, first, those in leadership positions must recognize that they have a responsibility to address both the financial and social needs of minority students. College presidents and program developers should encourage an institutional environment that reflects and supports ethnic diversity, and they should actively examine existing practices and policies that might have a discriminatory effect. In addition to strong leadership, successful efforts regarding minority student opportunity and retention require the commitment and participation of the entire college or university staff. The third element necessary for improving institutional responsiveness to and retention of minority students is the ongoing evaluation of any programs that are implemented. Effective formative evaluation can serve as an indicator of progress and a guide for future endeavors toward equal educational opportunities. (Author/GC)

ED 224 854 UD 022 625

Reid, John

Black America in the 1980s.

Population Reference Bureau, Inc., Washington, D.C.

Pub Date-Dec 82

Note-44p.

Available from-Population Reference Bureau, Inc., 1337 Connecticut Avenue, N.W., Washington, DC 20036 ($3.00, 2-10 copies $2.30, 11-50 copies $1.90, 51 or more $1.50).

Journal Cit-Population Bulletin; v37 n4 Dec 1982

Pub Type- Reports - Descriptive (141) - Opinion Papers (120) - Collected Works - Serials (022)

EDRS Price - MF01/PC02 Plus Postage.

Descriptors-Birth Rate, Black Achievement, *Black Population Trends, *Blacks, Comparative Analysis, *Demography, Educational Attainment, Employment Level, Family Planning, Family Structure, Migration Patterns, *Public Policy, Social Mobility, *Socioeconomic Status, Whites

In this bulletin, recent demographic and socioeconomic trends among American blacks are reviewed and compared with trends among whites. The report includes information on black population growth and composition; rural-urban distribution; fertility and family planning practice; mortality; migration; family structure and marital status; education; employment and occupation; income and poverty levels; and the future of American blacks. Among the findings are that: (1) while some suburbanization is occurring among blacks, the majority remain segregated in central cities; (2) overall fertility, as well as teenage and out-of-wedlock fertility, remain higher for blacks than for whites; (3) the black infant mortality rate is double that of whites; (4) divorce and separation have risen faster for blacks than for whites; (5) the poverty rate is over three times higher and unemployment is twice as high for blacks compared to whites; and (6) occupational status of blacks has improved and their educational attainment is now close to that of whites. It is suggested that current cutbacks in socioeconomic assistance must be reversed if gains in black educational and occupational attainment are to be retained and black-white income differentials are to be minimized. In addition, it is held that the problem of job competition between blacks and growing numbers of immigrants must be addressed. (Author/MJL)

ED 224 855 UD 022 627

Learning to Work. A Study of Vocational Programs in the New York City Public High Schools.

Educational Priorities Panel, New York, N.Y.
Pub Date- 82
Note-202p.
Pub Type- Reports - General (140)
EDRS Price - MF01/PC09 Plus Postage.
Descriptors-Administrative Problems, *Cosmetology, Curriculum, *Data Processing Occupations, Educational Objectives, Educational Quality, *Equipment, High Schools, School Business Relationship, School Choice, Sex Fairness, Special Education, Student Characteristics, Supplies, Teacher Role, *Vocational Education, Work Experience Programs
Identifiers-*New York City Board of Education NY

This report presents the results of a study conducted by the Educational Priorities Panel (EPP) to determine what educational and support services New York City vocational education students receive, and to examine the characteristics of vocational education programs in city high schools. The two fields chosen for in-depth examination were data processing, offered primarily in academic/comprehensive high schools, and cosmetology, offered primarily in vocational schools. Areas discussed in the report include: (1) program goals, structure, content, and variations; (2) the process by which students interested in vocational training choose an appropriate school; (3) issues such as the role of teachers, availability of support services and technical assistance, borough level planning, and cooperation between high schools and postsecondary institutions; (4) the relationship between schools and the private industrial sector; (5) availability of equipment and supplies for vocational education programs; and (6) program adaptation and access for special populations. Data on sex equity are also presented. Appended to the report are a description of the EPP study methodology, a proposed expenditure plan for 1982-1983 career education in New York City, information on curriculum, and brief descriptions of existing work experience programs. (GC)

ED 224 856 UD 022 628

Crowfoot, James E. And Others

Action for Educational Equity: A Guide for Parents and Members of Community Groups.

Institute for Responsive Education, Boston, Mass.
Report No.-ISBN-0-917754-19-0
Pub Date-82
Note-200p.
Available from-Institute for Responsive Education, 605 Commonwealth Avenue, Boston, MA 02215 ($9.00, 10 percent discount for 10 copies or more).
Pub Type- Guides - Non-Classroom (055)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Descriptors-*Change Strategies, *Citizen Role, *Community Organizations, Educational Discrimination, Elementary Secondary Education, *Equal Education, Group Activities, *Parent Role, Parent School Relationship, *School Desegregation, Sex Fairness

This handbook is addressed to parent and citizen groups who are seeking to advance the cause of educational equity. The book includes exercises which call for the reader to apply information and learning to his or her local situation. Individual chapters describe concerns of parents and citizens facing desegregation in their community's schools and suggest how they can form change groups. In addition, a wide variety of approaches to school desegregation are reviewed and examples of programs that deal with racial equity and the quality of education are presented. Targets and strategies for change are identified, as are ways of getting necessary information. Finally, groups are advised on the selection of change strategies and how to follow-up to ensure the realization of a change project. (Author/WAM)

ED 224 857 UD 022 630

Final Report of the Commission on the Higher Education of Minorities.
Higher Education Research Inst., Inc., Los Angeles, Calif.
Spons Agency-Ford Foundation, New York, N.Y. Education and Research Div.
Pub Date-82
Note-47p.; In: Astin, Alexander W.; Minorities in American Higher Education.'' San Francisco, Jossey-Bass Inc., Publishers, 1982.
Available from-Jossey-Bass, Inc., 433 California Street, San Francisco, CA 94104 ($15.95 for complete study).
Pub Type- Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-*Access to Education, American Indians, Blacks, *Educational Opportunities, *Higher Education, Mexican Americans, *Minority Groups, Puerto Ricans, Secondary Education
Identifiers-*Commission on the Higher Education of Minorities

The Commission on the Higher Education of Minorities was set up by the Ford Foundation, in conjunction with the Higher Education Research Institute (HERI), to examine the past gains, current status and future prospects of Blacks, Mexican Americans, Puerto Ricans, and American Indians in higher education, as well as to formulate recommendations aimed at furthering the educational development of these groups. The main areas of focus in this final report are: (1) a description of the current and recent situation with respect to minorities' access to higher education, choice of institutions and fields of study, and degree attainment; (2) an analysis of factors that influence the access and attainment of minority groups; and (3) an analysis of controversial issues relating to the higher education of minorities. Recommendations for improving minority access to and experience in higher education are offered in the following areas: (1) assessment procedures of minority students; (2) precollegiate education; (3) community colleges; (4) academic and personal support services; (5) recruitment and admissions procedures; (6) financial aid; (7) bilingualism; (8) graduate and professional education; (9) minority faculty and administrator recruitment; (10) government programs; (11) minority women; and (12) program evaluation and further research. (WAM)

ED 224 858 UD 022 631

Wilson, Franklin D.

The Impact of School Desegregation Policies on White Public School Enrollment, 1968-1976.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.

Report No.-DP-707-82

Pub Date-82

Grant-5P01-HD-0-58776; HEW-100-76-0196

Note-53p.; DHEW funded earlier version of paper as a project report in Studies in Racial Segregation'' series.

Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)

EDRS Price - MF01/PC03 Plus Postage.

Descriptors-Black Students, *Court Role, Declining Enrollment, *Desegregation Effects, Desegregation Litigation, Elementary Secondary Education, *Enrollment Trends, Geographic Regions, Metropolitan Areas, National Surveys, Public Schools, School Desegregation, School Districts, Urban Schools, *White Students

This paper reports the findings of a national study of the impact of school desegregation programs on white public school enrollment from 1966 to 1976. School districts studied were grouped according to region, metropolitan status, and source of pressure to desegregate. It was found that only central city districts that had been subjected to court pressure to desegregate experienced substantial declines in white enrollment. These declines reflect long-term trends, and appear to be associated more with the implementation of a desegregation program than with the actual change in racial isolation (the proportion of black pupils in the school of the average white child) brought about by such desegregation programs. (Author/WAM)

ED 224 859 UD 022 632

Wilson, Franklin D.

Migration Differentials: Trends by Race.

Wisconsin Univ., Madison. Inst. for Research on Poverty.
Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.; National Science Foundation, Washington, D.C.

Report No.-DP-654-81
Pub Date-81
Grant-5P01-HD-0-58776; SES-7826853
Note-45p.
Pub Type- Reports - Research (143) - Numerical/Quantitative Data (110)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Age, Blacks, Educational Attainment, Employment Level, *Geographic Regions, *Labor Force, Labor Force Nonparticipants, Metropolitan Areas, Migrants, *Migration Patterns, *Racial Differences, Whites

Trends in black and white migration differentials (by race, age, education, and region) between 1965 and 1976 are analyzed in this paper. Findings provide further documentation of the increased net flow of populations from the North and East to the South and West regions of the United States. Migration differentials with respect to age increased among blacks and decreased among whites, while migration differentials by educational attainment increased among both racial groups. For the 1965-70 period, the propensity to migrate is associated with employment status. For example, persons who were not in the labor force in 1965 were substantially more likely to migrate. This finding supports the conclusion that migration is associated with entrance into and exit from the labor force. (Author/WAM)

ED 224 860 UD 022 633

Wilson, Franklin D.

Trends in Segregation of Minorities in Public Schools, 1968-1976.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency-National Inst. of Child Health and Human Development (NIH), Bethesda, Md. Center for Population Research.

Report No.-DP-699-82

Pub Date-82

Grant-5P01-HD-0-58776; HEW-100-76-0196

Note-84p.; DHEW funded earlier version of paper as a project report in Studies in Racial Segregation'' series.

Pub Type- Numerical/Quantitative Data (110) - Reports - Research (143)

EDRS Price - MF01/PC04 Plus Postage.

Descriptors-American Indians, Asian Americans, *Black Students, *Desegregation Effects, Desegregation Litigation, Elementary Secondary Education, Enrollment Trends, Hispanic Americans, *Minority Groups, *Racial Composition, Regional Characteristics, School Districts, *School Segregation, White Students

This paper documents trends in school segregation in different geographical regions throughout the United States between 1968 and 1976. The average level of school segregation between whites and minorities (Asian, Hispanic, and Native Americans) declined from a level of 42 to 21 points (on a scale of 0 to 100). Most of this reduction was due to the implementation of school desegregation programs directed against the separation of black and white pupils. The decline was more pronounced in the South, in small districts, in districts located in nonmetropolitan areas, and districts that desegregated under court directives. Although the majority of pupils in 1976 were concentrated in districts that had implemented some form of desegregation program, the average minority student was still attending school in districts with segregation levels exceeding 40 points, due primarily to their concentration in large districts. (Author/WAM)

ED 224 861 UD 022 634

Kumagai, Gloria L., Comp. And Others
Asian American Resources: An Annotated Bibliography. Second Edition.
Saint Paul Public Schools, Minn.
Pub Date-May 82
Note-144p.; Urban Affairs Office Publication 8182066.
Pub Type- Reference Materials - Bibliographies (131) - Guides - Classroom - Teacher (052)
EDRS Price - MF01/PC06 Plus Postage.
Descriptors-Annotated Bibliographies, *Asian Americans, Audiovisual Aids, *Educational Resources, Elementary Secondary Education, *Instructional Materials, Pacific Americans

This annotated bibliography is a list of resource materials available at the Asian American Resource Center, St. Paul, Minnesota. It was compiled in order to provide information to classroom teachers and other public school personnel about Chinese, Japanese, Indochinese, Korean, Pacific Island, and Pilipino Americans. Many of the items described stress a multiethnic, non-sex-biased approach to education. Under general subjects in the first section, the guide lists resource materials on arts and crafts, folktales, cooking, health, prejudice, biographies, families, languages, festivals, and women, as well as a number of bilingual materials. Subsequent sections cite children's books for primary and intermediate education levels, adult reading, curriculum materials, biographies, directories, periodicals, audiovisual materials, and games, puzzles, pictures and posters. (Author/WAM)

ED 224 862 UD 022 641

Papers from the Experiences of the Infant-Parent Project: An Ecological Model of Services to Inner City Minority Handicapped Infants.

Charles R. Drew Postgraduate Medical School, Los Angeles, Calif.
Spons Agency-Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date- 81
Note-33p.
Pub Type- Speeches/Meeting Papers (150) - Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Child Rearing, Community Characteristics, Cultural Differences, *Demonstration Programs, *Disabilities, Economically Disadvantaged, Family Involvement, *Infants, Inner City, Intervention, *Minority Group Children, Outreach Programs, *Program Implementation
Identifiers-*Infant Parent Education Project CA

The articles in this booklet were developed as part of the Infant/Parent Education Project, operated by the Pediatric Department of the Charles R. Drew Postgraduate Medical School (Los Angeles, CA) and funded by the Bureau for the Education of the Handicapped. Under the project, a model program was developed to serve handicapped minority infants (birth to 18 months) and their families. This program focused on the need to communicate in the language of the inner city minority groups served and addressed social and cultural factors unique to these populations. Articles in the booklet include: (1) A Social Hygiene Approach to the New Morbidity,'' by Robert J. Schlegel; (2) Early Intervention: Does It Make a Difference?'' by Carol Phillips; (3) The Antecedents of Handicapping Conditions,'' by Xylina Bean; (4) Human Service Delivery for High Risk Infants,'' by Barbara B. Richardson; (5) Cultural Pluralism in the Delivery of Services to High Risk Minority Children,'' by J. Michael Ortiz; (6) Developmental Activities for Infants Using the Family Environment,'' by Irene Herndon; and (7) An Ecological Model for Intervention with Inner-City Poor and/or Minority Hanicapped Infants and Their Families: The Community,'' by Vivian Weinstein. (WAM)

ED 224 863 UD 022 643

Mertz, Ronald E. Dawson, Monte E.

Planning Report for FY '82 and Beyond Title I.

Higher Education Research Inst., Inc., Los Angeles, Calif.
Spons Agency-Ford Foundation, New York, N.Y. Education and Research Div.
Pub Date-May 81
Note-38p.; In: Minorities in American Higher Education. Jossey-Bass, Inc., Publishers, May 1982.
Available from-Jossey-Bass, Inc., 433 California Street, San Francisco, CA 94104 ($15.95 for complete study).
Pub Type- Reports - General (140)
EDRS Price - MF01/PC02 Plus Postage.
Descriptors-Achievement Gains, *Compensatory Education, *Cost Effectiveness, Decision Making, Elementary Secondary Education, *Federal Programs, *Financial Problems, Kindergarten, Mathematics, Preschool Education, *Program Budgeting, Program Effectiveness, Reading Programs, Student Teacher Ratio, Summer Programs
Identifiers-*Elementary Secondary Education Act Title I, *Saint Louis City School District MO

This report discusses Title I programs currently operating in the St. Louis, Missouri, public schools and analyzes various budgeting options that would permit administrators to maintain educational quality in the face of reduced funding. Detailed descriptions, including data on pupil achievement, cost effectiveness, and implementation problems, are provided for Title I reading and mathematics programs, as well as for extended day preschool, kindergarten, and summer school programs. These are followed by an analysis of effects on program quality of three options: (1) service reduction in all programs; (2) selective reduction of programs; or (3) increased student/teacher ratios. Finally, the following recommendations are offered: (1) student/teacher ratio should be increased in all programs; (2) the after-school program should become the predominant Title I program in grades 1-8; (3) the least effective reading subprograms should be phased out; and (4) Title I activities should increasingly focus on pupils below the third grade level. (GC)

Abbreviations

Academic Abbreviations and Acronyms.
ED 224 493

Ability Grouping

Practical Management Concerns regarding the Use of Health-Related, Motor and Skill Tests to Achieve Sex-Fair Ability Groupings.
ED 224 785

The Use of Health Related Physical Fitness Tests to Achieve Sex Fair Ability Grouping of Students in Junior and Senior High School Physical Education Classes.
ED 224 788

The Use of Motor Ability Tests to Achieve Sex-Fair Ability Groupings.
ED 224 783

Use of Skill/Activity Tests to Achieve Sex Fair Ability Grouping in Physical Education for Junior and Senior High School.
ED 224 787

Ability Identification

Determination of Policy Awareness and Use of Early Identification Procedures. Research Report and Technical Appendix.
ED 224 825

Abstract Reasoning

Neurophysiology and Rationality in Political Thinking.
ED 224 732

Abstracting

The Art of Abstracting.
ED 224 496

Abstracts

The Art of Abstracting.
ED 224 496

Resources in Education (RIE). Volume 18, Number 5.
ED 223 770

Teaching EFL Students to Extract Structural Information from Abstracts.
ED 224 327

Academic Achievement

Achievement Outcomes in Public and Private Schools: A Closer Look at the High School and Beyond Data.
ED 224 157

Cognitive Models for Integrating Testing and Instruction, Phase II. Methodology Program.
ED 224 840

Comparative Analysis of GED Completion and APL Attainment in West Virginia.
ED 223 775

A Critical Comparison of Psychometric Models for Measuring Achievement. Methodology Project.
ED 224 823

Chaa' Dine' K'eji Naaltsoos Wolta' Boho'aa'igii (Beaver: Navajo Language Teacher's Guide). Book 2.
ED 224 645

Chaa' Dini K'eji Naaltsoos Wolta' Bo'ho'aa'igii (Beaver: Navajo Language Reader). Book 2.
ED 224 647

Ch'al Dinek'ehji saad bee'al'ini bini'doonish: dadiits'a'igii doo dabizhi'igii (Frog: Navajo Languages Workbook. Sounds and Symbols).
ED 224 643

Ch'al Dine K'eji Naaltsoos wolta Boho'aa'igii (Frog: Navajo Language Reader-Workbook). Book 1
ED 224 644

Ch'at Ba Olta'i Yik'ehgo Na'nitini (Frog: Teacher's Guide). Book 1.
ED 224 642

Combating Student Absenteeism: Strategies for Raising Attendance and Achievement.
ED 224 664

Directory to the Native Studies Programs of Universities in Canada and the United States.
ED 224 673

An Experience with Language. Fort Smith T.E.P. (Teacher Education Program).
ED 224 676

Language in Education among Canadian Native Peoples. Language and Literacy Series.
ED 224 629

Nashdoi Dini K'ehji Naaltsoos Wolta' Bo'ho'aa'igii (Cougar: Navajo Language Reader). Book 3.
ED 224 649

Nashdoi Dini K'eji Naaltsoos Wolta Bo'ho'aa'igii (Cougar: Navajo Language Teacher's Guide). Book 3.
ED 224 648

Report on Legislation on Indian Education.
ED 224 675

Science and Self-Determination Upward Bound National Demonstration Project. Report and Evaluation, First Cycle .
ED 224 672

American Indian Languages

Language in Education among Canadian Native Peoples. Language and Literacy Series.
ED 224 629

American Indian Reservations

Wisconsin Indians.
ED 224 668

Directory to the Native Studies Programs of Universities in Canada and the United States.
ED 224 673

American Indians

Report Number 3 of the Coalition for the Concerns of Blacks in Post-Secondary Education in South Carolina.
ED 224 382

Summary Findings from a Preliminary Study of Black Student Adjustment, Achievement and Aspirations at the University of Michigan (Ann Arbor), Winter, 1980. Pretest of a National Study.
ED 224 373

Total, Black, and Hispanic Enrollment in Higher Education, 1980: Trends in the Nation and the South.
ED 224 396

Trends in Segregation of Minorities in Public Schools, 1968-1976.
ED 224 860

Black Teachers

Black Perspectives on State-Controlled Higher Education: The Florida Report.
ED 224 365

Blacks

Black America in the 1980s.
ED 224 854

Black Perspectives on State-Controlled Higher Education: The Florida Report.
ED 224 365

Citizen Attitudes toward Government, Race, Policy: The Liberal Tradition and Racial Inequality.
ED 224 728

Experimental Program for Opportunities in Advanced Study and Research in Education. 1981-82 Final Report.
ED 224 429

The Prevention of Prematurity: A Strategy to Reduce Infant Mortality in the District of Columbia.
ED 224 593

Some Social and Psychological Factors Associated with Black Unmarried Adolescent Fatherhood: A Preliminary Report.
ED 224 575

Strengths: African-American Children and Families.
ED 224 567

Unemployment and Underemployment among Blacks, Hispanics, and Women. United States Commission on Civil Rights Clearinghouse Publication 74.
ED 223 861

The Voting Rights Act and Black Electoral Participation.
ED 224 762

Blindness

A Comparative Study of the Manneristic Behaviour of Blind and Sighted Children. Research Series No. 1.
ED 224 203

Block Grants

Federal Categorical Aid: Emerging Patterns of Support.
ED 224 162

Children

Advertising Directed at Children: Endorsements in Advertising. Reports by the Committee on Consumer Policy.
ED 224 599

Age Dependent Forethought in Children.
ED 224 597

Children and Money Management. Money Management.
ED 223 875

Competence, Reticence and Helping by Children and Adolescents.
ED 223 952

Self-Concept: An Annotated Bibliography.
ED 223 923

Standards for Residential Centers for Children.
ED 224 555//

Childrens Art

Experience and Art. Teaching Children to Paint.
ED 224 801//

Childrens Literature

Dick and Jane with a New Twist.
ED 223 998

Girls Are People Too! A Bibliography of Nontraditional Female Roles in Children's Books.
ED 224 559//

Childrens Rights

Providing for Children's Needs and Rights: An Annotated Bibliography.
ED 224 578

Chinese

New Priorities for the Teaching and Learning of East Asian Languages. Conference Report (Washington, D.C., October 2, 1981).
ED 224 295

Chinese Culture

Another Look at the Melting Pot: Asian-American Undergraduates at the University of Maryland, College Park. Research Report #14-79.
ED 224 377

Choctaw (Tribe)

Rhetoric of Self Identity: The Case of the Mississippi Choctaw.
ED 224 618

Church Related Colleges

Educating to Serve. A Self Study of Ohio Valley College.
ED 224 514

Church Workers

Continuing Education for Church Leaders at West Virginia University.
ED 224 663

Citizen Participation

Bolstering New York State's Human Services . . . Any Volunteers? A Report on Promoting Volunteerism.
ED 224 091

Incrementalism, Majoritarianism, and the Failures of School

Regression Analysis of Selected Personal Characteristics as Predictors of Small Group Leadership.
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